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ABSTRACT

This handbook provides a framework for adult educators and counselors interested in planning a career guidance program for adults. The Career Guidance and Skills Program in Tallahassee, Florida, upon which the information in the handbook is based, is first described. Practical information is provided on administrative concerns such as assessing the needs of the community, evaluating the local job market, establishing service sites, utilizing sponsoring agency resources, hiring and training personnel, getting publicity, and developing a realistic timetable. Other contents include a career decision-making model and a step-by-step outline to help program staff develop their own career decision-making model. For each step, either the actual materials used or resources for developing materials are provided. Guidelines are then supplied for using the career decision-making model as a basis for workshops. Materials provided from two workshops on choosing, changing, and applying for a job include decision-making steps covered in the model, objectives, publicity efforts, summary of format, seating and equipment requirements, detailed formats, and a list of materials and resources needed. A section on program evaluation contains forms for collecting program data and feedback. Sample scripts of career tapes (one of the services provided by the Career Guidance and Skills Program) are included in the final section. (YLB)

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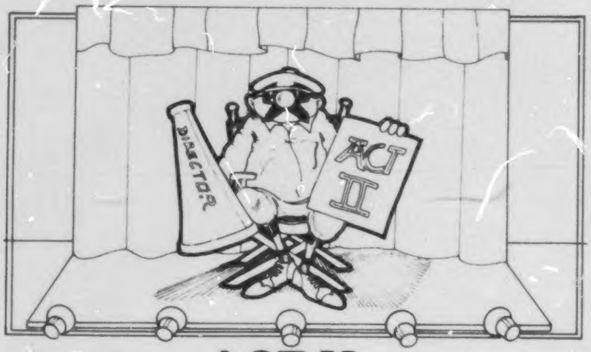

ACT II:
Adults in Career Transition

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Tallahassee, Florida
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Division of Vocational Education
February, 1982

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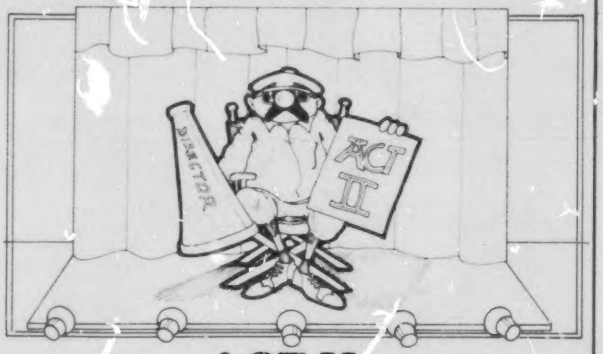
DIRECTOR
ACT
II

ACT II:
Adults in Career Transition

Ida C. Ake, *Project Director*

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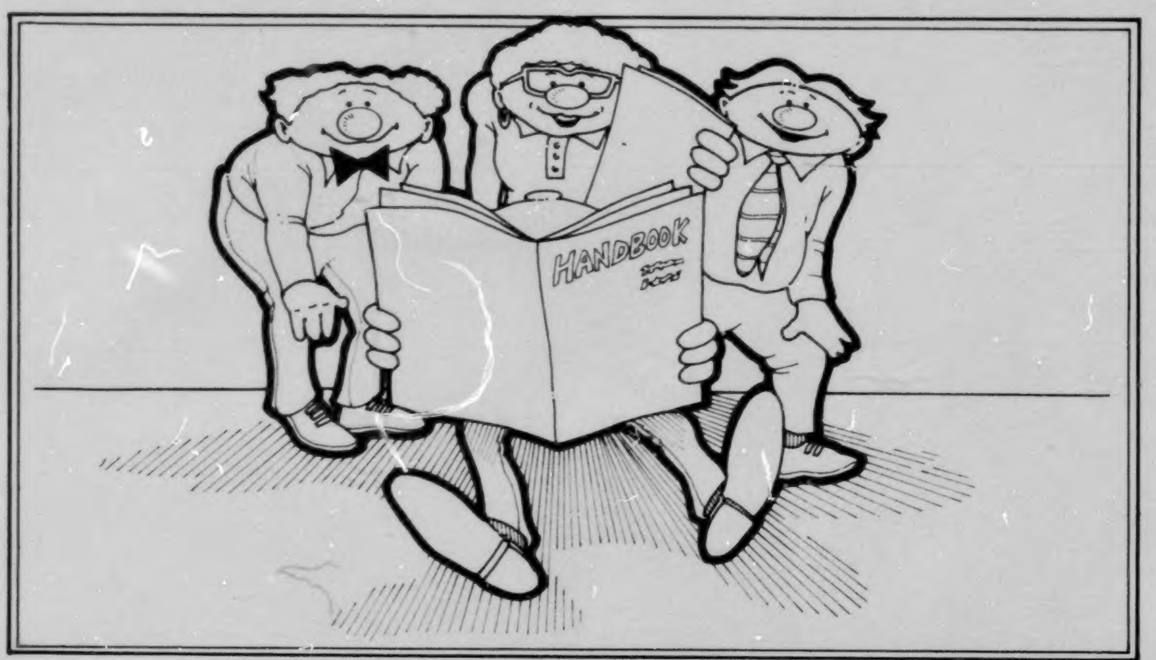


HANDBOOK OVERVIEW

1

This handbook is designed to provide a framework for adult educators and counselors interested in planning a career guidance program for adults. It is based on experience gained during a two-year period in which a comprehensive community-based career guidance program for adults was developed and implemented in Tallahassee, Florida. The services offered, free of charge to any adult who wished to participate, included individual career counseling and group workshops that focused on teaching job-hunting techniques.

The handbook contains practical information on administrative concerns such as assessing the needs of the community, evaluating the local job market, establishing service sites, hiring and training personnel, getting publicity, collecting statistics, evaluating programs, and developing a realistic timetable.

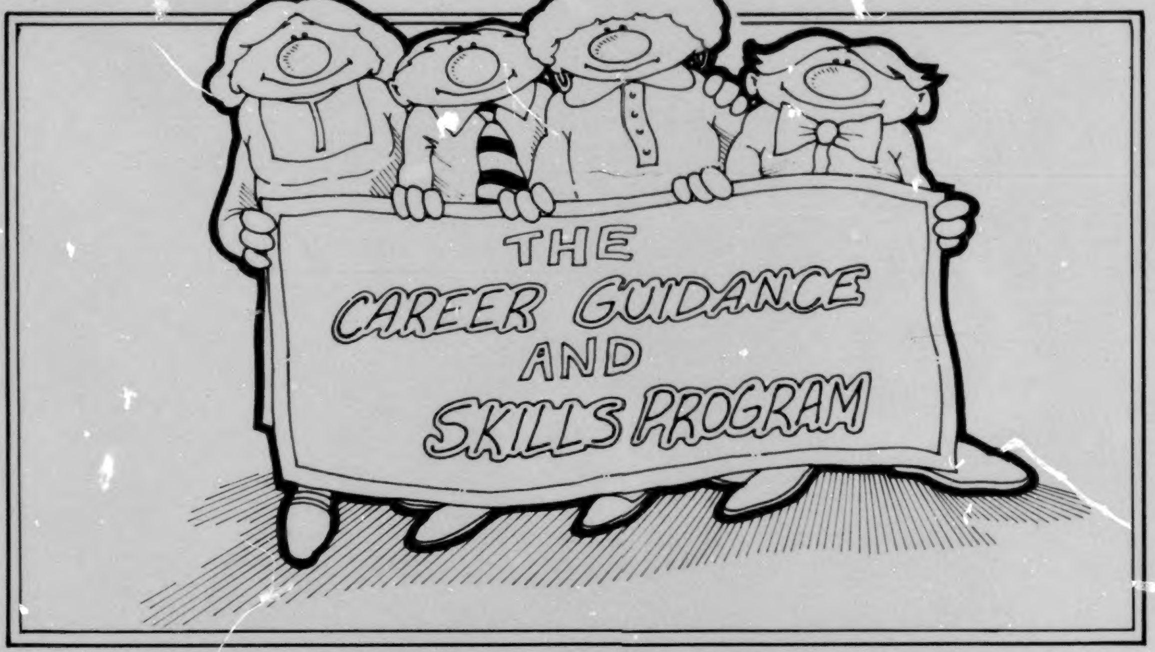
A step-by-step outline is also included to help program staff develop their own career decision-making model. For each step, either the actual materials used or resources for developing materials are provided. Emphasis is placed on obtaining materials without spending large sums of money.

You will also find guidelines for establishing services offered in response to needs assessment and to ongoing program evaluation: services to individuals, community-wide workshops, and career tapes.

1. Services to individuals. The handbook explains how to use the step-by-step career decision-making model in working with individuals.
2. Community-wide workshops. Workshop materials in the handbook include publicity strategies, samples of advertisements and public service announcements, workshop objectives, suggestions for settings, detailed formats, and lists of materials and resources needed to implement the model in workshop groups.
3. Career tapes. Sample scripts are provided, which can be used to write a series of scripts suitable to another district.

Information is not included on two recommended offerings: special workshops and information/referral services. The ways in which special workshops are used in the program are discussed in the sections on workshops and publicity. Since an information/referral service will vary in content from community to community, depending on the resources and agencies available, it would be impossible to provide pertinent data here. For this service, the local counselors' knowledge of the community, its educational offerings, and the social services offered is indispensable in planning and publicity.

Throughout the handbook, all recommendations reflect our own experiences, although we are aware that every community has a unique population with its own particular needs and resources. It is hoped that this handbook will generate new ideas and facilitate more effective guidance programs for adults.



THE CAREER GUIDANCE AND SKILLS PROGRAM

2

The Career Guidance and Skills Program in Tallahassee, Florida, was established to provide free career counseling and training in job-hunting techniques to adults in the community. The program was created in response to the needs of growing numbers of adults facing a variety of career transitions and the increasing awareness that adulthood is a time of growth and change. Designed to teach the skills needed during career transitions, the program not only made accessible occupational and educational information, it also gave persons seeking such information an opportunity to learn more about their interests, values, and skills. The Career Guidance and Skills Program was the sole agency in Tallahassee offering free career counseling to anyone over 16 years of age, regardless of income, employment status, or educational background. It was also the only program that was community-based, in that facilities were located throughout the community, the staff was mobile, the materials were portable, and the hours were flexible. In addition, no other agency offered a range of individual and group services that compared to this program's offerings.

PROGRAM DESIGN

To meet the needs of a large and diverse community while operating with a small staff and limited resources, the program utilized the following procedural design:

1. Adopted a step-by-step career decision-making model to use with individuals and groups.
2. Developed and acquired as many resources as possible for each step, matching resources to particular client groups whenever possible.
3. Provided direct services to the general public.
4. Served as a resource to local agencies charged with meeting the needs of special groups. Such agencies included those offering programs for displaced homemakers or handicapped persons, various CETA sponsors, groups of welfare mothers in the Work Incentive Program, tenant associations, halfway houses, foster grandparent programs, and so on. Services to these agencies ranged from consultation to workshop presentations.

SERVICE DELIVERY PLAN

Guided by experimentation and client input, the following service delivery plan was formulated:

1. Created a centrally located facility to house both administrative and counseling functions. Locating the facility at an accessible public place, such as a library, was found to be preferable to locating the center on the campus of an educational institution.

2. Established satellite- or mini-centers throughout the community. The number of these centers and the goals of each would depend upon program resources as well as community resources for adults with special needs.

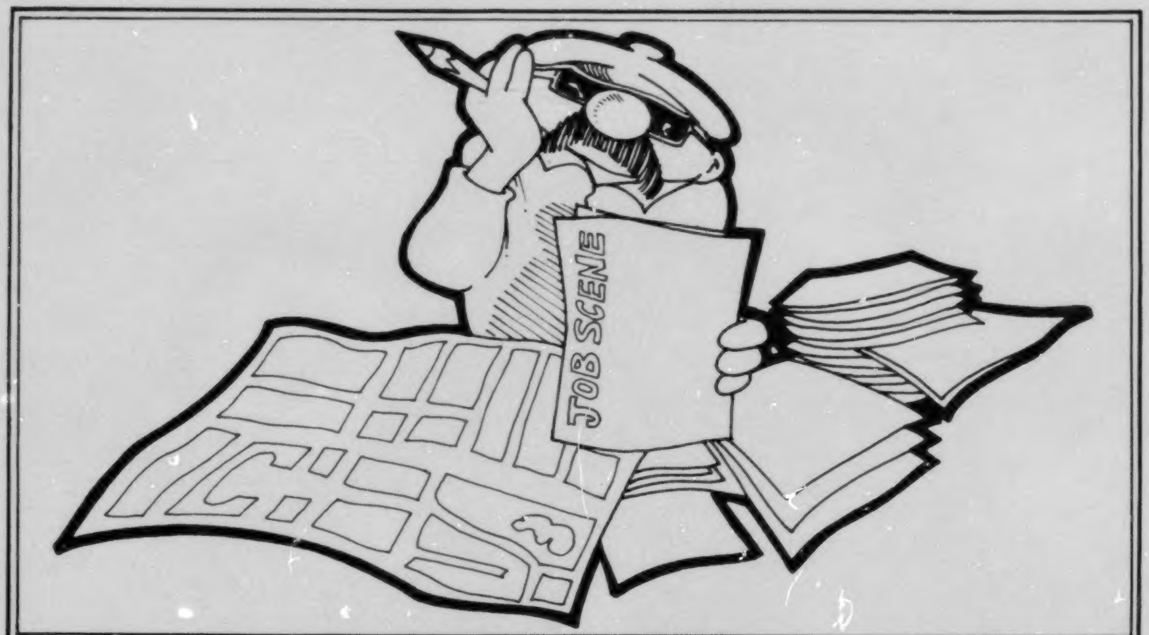
When the Career Guidance and Skills Program initiated its services, administrative offices were separate from counseling services. There was no central counseling facility and the program was housed wherever counselors were operating at a given time. This split of administrative offices and actual services was inefficient and awkward, and became more so as the program grew. The lack of a central facility also presented problems because it made coordinating and conducting publicity campaigns for three separate mini-centers more difficult to accomplish without confusing the public.

Once a central facility to house both direct services and administrative functions was established, the part-time counselors, who were called career planning consultants, worked out of the main office in shifts, covering as many daytime and evening hours as possible. Each consultant also was responsible for staffing a mini-center, the location of which changed during the course of the program. This allowed the program to provide continuous service, to collect and have available greater resources, and to centralize all publicity efforts.

SERVICES OFFERED

In response to needs expressed by agency staff members, educators, representatives of the business community, and, most importantly, program participants, the following services were developed or produced:

1. Individual career counseling sessions and training in job-hunting techniques at several locations.
2. Community-wide workshops on learning job-hunting techniques and making career choices.
3. Workshops co-sponsored with other community agencies.
    a. For groups with special needs.
    b. On a special topic, such as time management or women in the skilled trades.
4. Information and referrals.
    a. Local education and training opportunities.
    b. Local social service agencies, including those that provide legal services.
5. Career tapes, a series of continuous-reel tapes covering topics in the following categories: Applying for a Job and Marketing Yourself, Employment Resources, Occupational Information, Educational Opportunities, Financing Your Education. These tapes were housed at the public library, to be played over the telephone upon request.



ASSESSING THE NEEDS OF THE COMMUNITY

3

A needs assessment can be formal or informal, on a large or small scale, but whatever the size and shape, it is an integral part of planning, developing, implementing, and evaluating a career guidance program. Besides providing a means for establishing program goals and objectives, a needs assessment can be useful in the following ways.

1. Key community people contacted during the needs assessment process may be willing to serve on your advisory council.
2. Agencies and institutions contacted may later be able to provide interns and volunteers, if you are considering using a variety of staffing resources.
3. It is the first step in creating an active network of local agencies serving the needs of adults. If you solicit input at the outset from other agencies, cooperation will be encouraged. In addition, if you include networking as part of your publicity campaign, you will have laid the groundwork for it as soon as you begin the needs assessment.

Before designing the program, we informally assessed the career counseling needs of adults in the community. School administrators, community school coordinators, adult basic education teachers and coordinators, directors of social service agencies, and representatives from the business community (personnel managers from some of the area's largest employers) were interviewed to determine the services that were being offered to adults and the services that were still needed.

Shortly after the program was initiated, another needs assessment was conducted. This assessment provided information needed to modify services at individual sites. This assessment was done in conjunction with community school coordinators, who regularly survey their communities. Questions pertaining to career guidance and career information were added to their standard questionnaires on services desired. The questionnaires were then mailed to local residents. In rural areas, our counselors accompanied community school staff on door-to-door surveys.

When making contacts in your community, it is helpful to find out whether other groups serving adults plan to conduct a needs assessment. If it is possible to combine resources on this task, you may save money and at the same time ensure cooperative planning to serve the needs of adults.

The procedures to follow in conducting a needs assessment should conform to the following guidelines:

1. Identify objectives, activities, and resources of existing programs.
2. Contact representatives from all groups who could logically be involved.
3. Get input from the people you plan to serve.

Once you have established what other programs are accomplishing to meet the career guidance needs of adults (current status), and determined what both professionals and potential clients would like accomplished (desired outcome), you have defined a need.

For further assistance in assessing needs, writing specific goals, and designing measurable objectives, you may wish to consult *Developing Comprehensive Career Guidance Programs*, a series of modules developed at the American Institutes for Research, through support of the United States Office of Education, Department of Health, Education, and Welfare, under Part C of the Vocational Education Act of 1963. The modules relevant to this topic are: Assessing Desired Outcome, Assessing Current Status, and Establishing Program Goals.

The following national networks may also provide useful resources on planning a career guidance program for adults:

Career Planning and Adult Development Network
1190 South Bascom Avenue, Suite 214
San Jose, California 95128

Each network member receives a monthly newsletter containing feature articles, book reviews, and materials, as well as information on current practices, conventions and meetings, workshops and classes, employment, and network contacts. Membership and subscription are $10.00 per year.

National Center for Educational Brokering
1211 Connecticut Avenue NW, Suite 310
Washington, DC 20036

Adult Career Education Counseling and Guidance Literature Resource
Northwest Regional Educational Laboratory
710 Second Avenue
Portland, Oregon 97204

JOB LISTING

EVALUATING THE LOCAL JOB MARKET

4

Specific information on the state and local job market and major employers is essential to a comprehensive career guidance program for adults. Information of this sort is a necessary addition to national occupational forecasts, such as the *Occupational Outlook Handbook*. General forecasts are usually not relevant to specific communities and to adults with complex responsibilities and limited mobility.

The Florida Department of Labor and Employment Security publishes several resources on the state job market. *Florida Employment Directions: 1974-1985* includes detailed information on Florida's population, industrial employment projections, and occupational employment directions. Planning information reports are available for each of the Standard Metropolitan Statistical Areas (SMSA) in Florida. In Florida, 14 SMSAs have been designated, each of which includes a county or group of continguous counties that contains at least one city of 50,000 or more inhabitants. Topics covered in an SMSA report include a description of the area, employment developments and outlook by industry, occupational supply and demand, long-term outlook, unemployment trends and characteristics, and characteristics and employment difficulties of the economically disadvantaged.

Florida is also divided into 10 planning districts for which employment information is available. Your county may not be part of an SMSA, but every county is included in a planning district. Requests for information on your SMSA or planning district and on *Florida Employment Directions: 1974-1985* should be addressed to: Florida Department of Commerce, Division of Employment Security, Caldwell Building, Tallahassee, Florida 32304.

The Chamber of Commerce can provide you with a list of area employers and up-to-date information on new and expanding industries. Through the Chamber of Commerce, you can first determine the major employers, then begin to establish contacts with them.

Additional resources for evaluating the local job market include:

1. Vocational-technical schools
2. Planning department of city or county government
3. Union locals
4. Bureau of Apprenticeship and Training
5. Florida Occupational Information Coordinating Committee

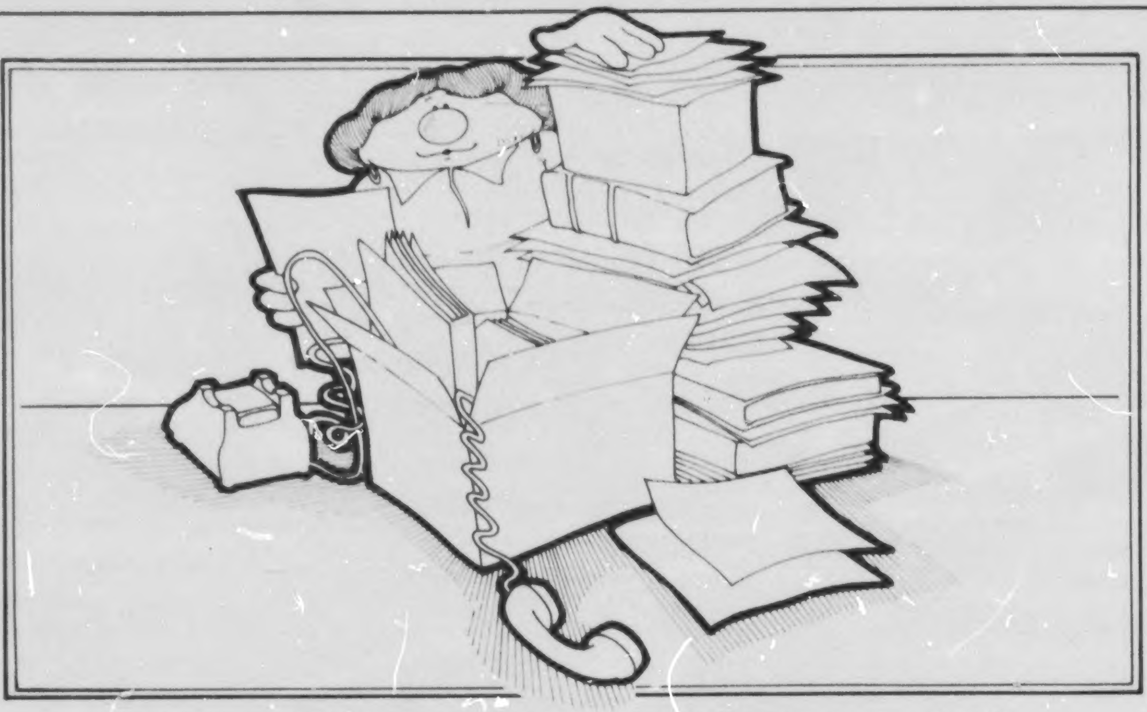
To keep track of information that you gather, you can set up a staff bulletin board in the main office. When each employee has read the information posted, s(he) initials the notice. New information can also be exchanged at weekly staff meetings or written and distributed in the form of a memorandum.

ESTABLISHING SITES

5

Many agencies and institutions are pleased to share space in return for increasing the services they offer to the community. The task of finding sites throughout the community to house your program is simplified by the fact that a great deal of space is not necessary. Seating for two, some room for materials, perhaps a cardboard file box, and privacy may be all that are required. You might investigate space at adult education programs of the local school system, the public service section of the county library, and neighborhood centers. If there are multi-family subsidized housing developments in your community, their tenant associations may be able to offer you space. Before choosing a site, you should consider the following factors:

1. Accessibility. Ideally, sites should be located throughout the community to be accessible to the largest portion and the greatest variety of the population. In some regions, a combination of rural and urban centers may be desirable. Be sure that urban centers are located near bus lines, if public transportation is available.
2. Hours of availability. It should be possible to offer appointments at several locations during some morning, some afternoon, and some evening hours. This is critical when working with adults. Frequently, those who work can come only in the evening, homemakers with school-aged children may find it more convenient to come during the day, and so on.
3. Supportiveness of the sponsoring agency. How does the sponsoring agency accept the rationale of providing career counseling services to adults? Does it support your goals and objectives? An enthusiastic sponsor can have a strong impact on the success of your program.



UTILIZING AGENCY RESOURCES

6

You may be able to use the publicity resources of the sponsoring agency to benefit your program. Many community schools and neighborhood centers have newsletters with wide distributions. If they are housing your services, these agencies will be able to help spread the word. County libraries usually have their own public relations department and may even carry out an ongoing publicity campaign for a special service, such as yours, offered at their facility.

Program sites in high schools and libraries may be able to make use of the sponsoring agency's supply of career guidance resources, in the form of printed materials, audiovisual equipment, microfilm readers, or computerized career exploration programs.

It is important to establish good working relationships with members of the staff at the agencies sponsoring your program. Since staff members probably serve as the entry-points for your clients, you must take time to familiarize receptionists, secretaries, and coordinators with the purpose, personnel, services, and timetable of your program. Scheduling and message-taking procedures should be worked out jointly. Provide the agency staff with any printed materials, such as timetables or summaries of services offered, that would facilitate communication and ease the chore of their extra responsibility.

HIRING AND TRAINING PERSONNEL

7

We do not make recommendations about the number of career planning consultants to hire or the background and qualifications of the director and staff. Each school district must operate according to its own resources, budgetary restrictions, and priorities. Generally, differential staffing is recommended whenever possible. Some suggestions for utilizing differential staffing are presented below. This section includes information on the areas of expertise required to provide career guidance service. Resources and suggestions for staff development are also offered.

DIFFERENTIAL STAFFING

If your needs assessment involved key community members, then you have already created the initial linkages for recruiting volunteers and interns to work in your program. It is important to have a core staff of dedicated and well-trained counselors, but community involvement can help allay financial pressures, provide a richer and more complete service, and encourage cooperative efforts to meet the needs of adults.

Interns and volunteers can perform many services. Interns from local universities can design and facilitate special workshops, develop materials, lead support groups, or help to create a public relations campaign. Paraprofessional or professional volunteers can also help. For example, a lawyer might present a workshop on women's employment rights.

STAFF DEVELOPMENT

Since the needs of special groups of adults—displaced homemakers, returning women, mid-life career changers, undereducated adults, and handicapped persons—are only slowly being recognized and granted legitimacy, the concept of adult career counseling is relatively new.

As our understanding of the needs of these people grows, career counselors must continue to learn. The fields of career development and employability skills training are changing and expanding, along with developments in the economy and society. As lifestyles change, communities change. As the economy changes, job descriptions change. Even acceptable resume-writing styles change. And career counselors must always be ready to help their clients prepare for new opportunities.

In every program, staff development must be tailored to meet the needs of the program and to promote the goals of the program. However, all personnel who are to staff mini-offices and facilitate workshops should have training in these areas:

1. Counseling skills
    a. Career development theory
    b. Group counseling
    c. Individual counseling

2. Assessment techniques
   a. Testing
   b. Other techniques such as behavioral observation, self-assessment, and peer interaction
3. Occupational information
   a. Resources for gathering information
   b. Job clusters and working environments
   c. Occupational outlook
4. Decision-making and goal-setting
5. Job-hunting techniques
   a. Tapping the hidden job market
   b. Using employment agencies
   c. Using personnel offices
   d. Filling out job applications
   e. Resume-writing, especially of the functional resume
   f. Interviewing and follow-up skills
   g. Career advancement strategies
6. Community needs
   a. Local job market and job forecast
   b. Major local employers
   c. Educational and training opportunities
      (1) vocational-technical schools
      (2) community colleges
      (3) universities
      (4) adult basic education courses
      (5) private schools
      (6) free or low-cost, nonacademic, short-term experiences
   d. Financial aid sources
   e. Social service agencies—resources and functions
7. Groups with special needs
   a. Adult learners
   b. Displaced homemakers and returning women
   c. Undereducated and vocationally disadvantaged persons
   d. Mid-life career changers
   e. Rural residents
   f. Handicapped persons
8. Current employment legislation

Acquiring familiarity with all these areas is a tall order for any staff, so you might consider combining staff development with another program goal. For example, if you plan to produce a series of career tapes, such as the ones described later in this handbook, staff members could do preliminary research and script-writing, and share their findings with each other.

If you are using a decentralized delivery system, the sharing of information must be an integral part of staff development, because each career planning consultant will encounter different problems and find new solutions. A standard way of exchanging information should be incorporated into the program.

Resources for Staff Development

The following resources should prove useful in developing your staff's knowledge and understanding in each of the areas mentioned above.

1. Counseling skills
   a. Career development theory

Theories of Career Development, 1973
Author: Samuel H. Osipow
Publisher: Appleton-Century-Crofts
292 Madison Avenue
New York, New York 10017

Facilitating Career Development, 1975
Editors: Robert C. Reardon, Harman D. Burck
Publisher: Charles C. Thomas, Publishers
301 E. Lawrence Avenue
Springfield, Illinois 62717

   b. Group counseling

Providing Career Guidance in a Group Setting, 1976
Author: Perry Samuels
Publisher: American Institutes for Research
P.O. Box 1113
Palo Alto, California 94302

Personalizing Career Guidance Assessment Information through Group Counseling, 1979
Authors: Larry C. Loesch, Joe Wittmer
Publisher: American Institutes for Research
P.O. Box 1113
Palo Alto, California 94302

   c. Individual counseling

Forty Million Americans in Career Transition: The Need for Information, 1978
Author: Solomon Arbeiter *et al.*
Publisher: The College Board
888 Seventh Avenue
New York, New York 10019

2. Assessment techniques
3. Occupational information
4. Decision-making and goal-setting
5. Job-hunting techniques

Resources for the last four areas listed above are included later in this handbook, in the section on *Using the Step-by-Step Model.*

6. Community resources

Resources for surveying employment opportunities and identifying major local employers in the area have been suggested in the section on Evaluating the Local Job Market. If local opportunities for education and training, as well as financial aid, have not already been identified by another local agency that offers an information and referral service (such as a local library) this information must be compiled the hard way—

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through leg-work and phone calls—and then recorded. The same is true for data on social service agencies.

Criteria for cross-referral can be developed with each agency. The section in this handbook on Agency Networks contains a description of this process and a list of agencies and groups to contact.

7. Groups with special needs
   a. Adult learners

A Guide to Resources for Life-Career-Educational Planning for Adults, 1976
Authors: Jane Shipden, Elizabeth Stettenpohl
Publisher: Long Island Learning Center
Empire State College
223 Store Hill Road
Old Westbury, New York 11568

College Degrees for Adults, 1978
Authors: Wayne Blaze, John Nero
Publisher: Beacon Press, Inc.
25 Beacon Street
Boston, Massachusetts 02108

Counseling Adults for Life Transitions, 1980
Authors: Garry R. Walz, Libby Benjamin
Publisher: ERIC Clearinghouse on Counseling and Personnel Services
The University of Michigan
2108 School of Education
Ann Arbor, Michigan 48109

Establishing and Operating a Career Resource Center for Adults, 1975
Author: Nancy Tobin, *et al.*
Publisher: Education Development Center, Inc.
55 Chapel Street
Newton, Massachusetts 02160

Passages: Predictable Crises of Adult Life, 1977
Author: Gail Sheehy
Publisher: Bantam Books, Inc.
666 Fifth Avenue
New York, New York 10019

Planning Ahead after Forty: The Process of Psychoevaluation with Self-Study Projects, Rev. Ed., 1973
Author: Milton Edwin Hahn
Publisher: Western Psychological Services
12031 Wilshire Boulevard
Los Angeles, California 90025

   b. Displaced homemakers and returning women

Assertiveness Training, Counselor Renewal Series
Authors: Helen L. Mamarchev, Marian P. Jensen
Publisher: ERIC Clearinghouse on Counseling and Personnel Services
The University of Michigan
2108 School of Education
Ann Arbor, Michigan 48109

Career and Motherhood: Struggles for a New Identity, 1979
Authors: Alan Rolan, Barbara Harris
Publisher: Human Sciences Press, Inc.
72 Fifth Avenue
New York, New York 10011

Career Exploration Workshop for Women, Leader's Manual, 1974
Authors: Vivian McCoy, Phyllis Cassell
Publisher: Division of Continuing Education
The University of Kansas
Lawrence, Kansas 66045

Career Exploration Workshop for Women, Participant's Personal Portfolio, 1979
Authors: Vivian McCoy, Phyllis Cassell
Publisher: Division of Continuing Education
The University of Kansas
Lawrence, Kansas 66045

Counseling Programs and Services for Women in Nontraditional Occupations, 1978
Author: Helen S. Farmer
Publisher: ERIC Clearinghouse on Counseling and Personnel Services
The University of Michigan
2108 School of Education
Ann Arbor, Michigan 48109

Counseling Women for Nontraditional Careers, Counselor Renewal Series
Authors: Caryl K. Smith, Walter S. Smith, Kala M. Stroup
Publisher: ERIC Clearinghouse on Counseling and Personnel Services
The University of Michigan
2108 School of Education
Ann Arbor, Michigan 48109

Nonprint Resources in Women's Educational Equity, 1978
Author: Aileen Wehren
Publisher: Educational Testing Service
Rosedale Road
Princeton, New Jersey 08541

Re-Entering: Successful Back to Work Strategies for Women Seeking a Fresh Start, 1980
Author: Eleanor Berman
Publisher: Crown Publisher, Inc.
1 Park Avenue
New York, New York 10016

Second Wind: A Program for Returning Women Students, 1978
Editor: Jane O. Carter
Publisher: Education Development Center, Inc.
55 Chapel Street
Newton, Massachusetts 02160

Network News: The Newsletter of the Displaced Homemakers Network 2 (1980)
775 8th Street NW
Washington, DC 20001

c. Undereducated and vocationally disadvantaged persons
(See also references listed for adult learners.)

New Directions for Rural Women, 1979
Author: Marian Roman
Publisher: Education Development Center, Inc.
55 Chapel Street
Newton, Massachusetts 02160

The Missing Link: Connecting Adult Learners to Learning Resources, 1978
Author: Patricia K. Cross
Publisher: The College Board
888 Seventh Avenue
New York, New York 10019

d. Mid-life career changers

Create: A New Model for Career Change: Trainer's Manual, 1979
Authors: Vivian McCoy, Carol Nalbandian, Colleen Ryan
Publisher: Adult Life Resource Center
Division of Continuing Education
The University of Kansas
Lawrence, Kansas 66045

For the Women Over Fifty: A Practical Guide for a Full and Vital Life, 1978
Author: Adele Nudel
Publisher: Taplinger Publishing, Inc.
200 Park Avenue South
New York, New York 10003

The Adult Life Cycle Training Manual and Reader, 1979
Authors: Vivian McCoy, Colleen Ryan, James Lichtenberg
Publisher: Adult Life Resource Center
Division of Continuing Education
The University of Kansas
Lawrence, Kansas 66045

Middle Years: Career Options and Educational Opportunities, 1976
Author: Alan D. Entine
Publisher: Affective House Publishing Co.
P.O. Box 35321
Tulsa, Oklahoma 74135

The Wonderful Crisis of Middle Age, 1973
Author: Eda LeShan
Publisher: David McKay Co., Inc.
750 Third Avenue
New York, New York 10017

Successful Mid-Life Career Change: Self-Understanding and Strategies for Action, 1979
Author: Paula I. Robbins
Publisher: American Management Association, Inc.
135 W. 50th Street
New York, New York 10020

e. Rural residents

New Directions for Rural Women: A Workshop Leader's Manual, 1979
Authors: The Grail
Publisher: Education Development Center, Newton, Massachusetts, 1979

Rural America Series, 1977
Publisher: The Center for Vocational Education
CVE Publications
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Titles of handbooks in the series: *State of the Art Review, Life Role Development Model, Career Guidance Resources, Planning and Implementation, Career Development Needs Assessment, Behavioral Objectives, Resource Assessment, Deciding via Evaluation, Career Counseling in the Rural School, Desk Reference: Facilitating Career Counseling and Placement, An Individualized Approach to Career Counseling and Career Placement, Transitional Career Placement in the Rural School, Career Guidance Practices, Staff Development, Community Relations and Involvement, Rural Community Perspectives toward Career Development.*

f. Handicapped persons

Enhancing Understanding of Students with Physical Disabilities, Module 17, 1976
Author: Susan E. McBain
Publisher: American Institutes for Research
P.O. Box 1113
Palo Alto, California 94302

Counseling Exceptional People, 1980
Editors: Libby Benjamin, Garry R. Walz
Publisher: ERIC Clearinghouse on Counseling and Personal Services
The University of Michigan
2108 School of Education
Ann Arbor, Michigan 48109

IT PAYS TO ADVERTISE
GUIDELINES
PUBLICITY OUTLETS

PUBLICITY

8

GUIDELINES

1. If possible, choose a name for your program that is easy to remember and communicates your purpose. The shorter, the better. (For example, "Career Guidance and Skills Program," a title based on requirements of the funding agency, is too cumbersome.)

2. Emphasize instruction and the exchange of information, rather than counseling. Research shows that adults prefer to maintain a high degree of control over their learning activities, and the number of adults interested in information almost always exceeds the number interested in counseling. Similarly, your counselors should be referred to as career planning consultants.

3. Gear publicity efforts toward specific groups whenever possible. The public service announcements that appear later in this section were prepared for local radio stations and were written to focus on the concerns of specific groups—in this case, adults changing careers and displaced homemakers.

4. Stress tangible results. What will participants get out of your program? Make it worth their time and energy. Spending an evening or two away from home at a workshop involves complicated arrangements for many adults.

5. Focus on skills. Adults seem to be interested in "how to" material, especially material on making career decisions, finding job leads, writing resumes, and interviewing successfully. They want to learn skills that have specific applications to transitions they are facing. For example, people who have had frustrating experiences looking for a job are usually highly motivated to learn effective job-hunting strategies.

PUBLICITY OUTLETS

In most communities, there are several ways to publicize programs: through paid advertising, posters and brochures, free public service advertising, and agency networking. While the extent of your publicity campaign will depend largely upon your budget, remember that even with limited funds a great deal can be done to create awareness of your program.

Paid Advertising

Since it is assumed that job hunters read the want ads, the classified section of the newspaper is a good location for your advertisements. The following ad is an example of the type of notice you might run.

4850 Instruction

TIRED OF YOUR PRESENT JOB?

Analyze Your Current
Skills & Find A More
Satisfying Job
THE CAREER
GUIDANCE & SKILLS
PROGRAM
Offers FREE Career
Related Services
Including: Resume Writing
Interest Inventories
Occupational Information
AND MORE!!

575-6868

8AM-4PM, Mon-Fri.
For Appt. Or More Info.

If you can afford it, consider buying larger advertisements such as these:

BOGGED DOWN ON YOUR JOB?

There are other possibilities the choice is up to you

Career Counseling & Information offered Free of Charge at the CAREER GUIDANCE CENTER
A service to Central Texans
Call or come by:
McLennan Community College 756-6551
8 a m -8 p m Mon -Thurs • 8 a m -5 p m Fri • 9 a m -2 p m Sat

KNOWLEDGE IS
THE KEY TO
WISE DECISIONS

Was your choice of a career made without getting all the facts?

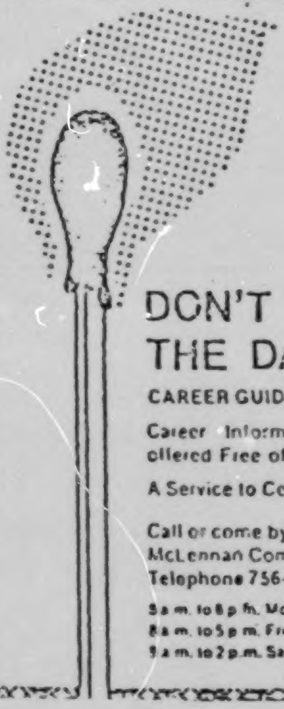
What other career choices do you have?

For many of today's 35,000 jobs are you qualified?

YOU MIGHT BE SURPRISED!

The CAREER GUIDANCE CENTER can help answer these questions, free of charge!

Call or come by.
McLennan Community College 756-6551 Ext. 306
8 a m - 8 p.m. Mon.-Thurs. • 8 a m -5 p m. Fri. • 8 a m -2 p m. Sat.



DON'T BE IN
THE DARK!

CAREER GUIDANCE CENTER

Career Information and Counseling offered Free of Charge

A Service to Central Texans.

Call or come by:
McLennan Community College
Telephone 756-6551

8 a m. to 8 p m. Mon-Thurs
8 a m. to 5 p m. Friday
9 a m. to 2 p.m. Saturday

YOUR JOB . . .

Determines (1) Your financial standing
(2) Your leisure time
(3) Your outlook on life
(4) Your social life
(5) Your friends
(6) Your contributions to society
(7) Your family's friends

It makes sense to plan.

A Service to Central Texas
Career Information and Counseling Offered

FREE OF CHARGE

Call or come by
CAREER GUIDANCE CENTER
McLennan Community College
Telephone 756-6551 Ext. 306
8 A.M.-8 P.M. Mon.-Thurs.—'til 5 P.M. Fri.
9 A.M.-2 P.M. Sat.

From *The Development of a Community Career Counseling and Information Program Called the Career Guidance Center* (1974, McLennan Community College).

Displaying posters and brochures is an effective way to publicize your program. To minimize costs, we had our poster designed by students in the commercial art program at the local vocational-technical school. The poster was then reproduced by a local printer. Our brochure was both designed and printed by a local firm. Since it is easy to find places to hang posters, but difficult to leave a stack of brochures for people to take home with them, we recommend a poster design that includes a holder or container for brochures. Possible locations for posters or brochures include:

Laundromats
Bars
Shopping centers, on bulletin boards or kiosks
Childcare facilities, including private day-care centers
Community centers
Barber shops and beauty parlors
State Employment Service offices
Local personnel offices of city, county, and state government
Doctors' offices
Health centers
Local cooperatives, such as food or book co-ops
Community schools
Postsecondary schools
Mental health centers

If you have business cards designed for your program, consider ordering them the size and shape of cards used in desk-top circular files. This will make it easy for staff of other agencies to keep them handy.

Free Public Service Advertising

RADIO The availability of free public service advertising on radio varies from community to community. The following public service announcements were distributed to local radio stations. They were written to address the concerns of career changers, displaced homemakers, and unemployed persons, as well as those working toward career advancement.

1. Important job interview coming up soon? Why not let the Leon County Library's career planning consultant help you prepare? The consultant can tell you how to present your skills and experience effectively and help you prepare answers to the difficult questions interviewers often ask. This is a free service offered by the Library and the Career Guidance and Skills Program. Call 575-6868 to make an appointment or to find out what other career-related services are being offered.

2. Do you want to go back to work but aren't sure where? Perhaps the career planning consultant at the Leon County Public Library could help. The consultant can help you gather the information you need about yourself and occupations so that you can choose the field that's best for you. The consultant can then explain how to find job leads. Call 575-6868 for more information or to make an appointment.

3. If you're tired of your present job but don't know what else you could do with the skills you've got, why not make an appointment with the career planning consultant at the Leon County Library. Free career-related services include analysis of your transferrable skills as well as interest inventories, assistance in career planning, and occupational information. Call 575-6868 for details.

4. If you're making plans to go back to work or school, perhaps you could use some information. The Career Guidance and Skills Program has a consultant working at the Leon County Public Library who can provide information on education and training opportunities in Tallahassee, as well as up-to-date occupational information including job descriptions, job requirements, wages, opportunities for advancement, and the occupational outlook of hundreds of occupations. Call 575-6868.

5. How long have you put off writing your resume? If resume-writing is a terrible chore for you, why not get help from the career planning consultant at the Leon County Public Library. One of the many free career-related services offered at the library by the Career Guidance and Skills Program is helping you market your skills in a resume. The consultant can help you find a format that suits your background even if you don't have a great deal of formal work experience. Call 575-6868.

6. Okay, you know of a job opening and now you need a resume. Writing one isn't easy if you haven't done it before, but it is easy with help from the career planning consultant at the Leon County Library. And the best thing is that the service is free. If you are ready to interview, then the career planning consultant can help you present your skills and experience effectively, and prepare you to answer the difficult questions interviewers often ask. Take advantage of these free services offered at the Leon County Library. Call 575-6868. That's 575-6868.

7. What are two of the hardest things to do? Going back to work when you've been off for awhile, and making a change when you've become tired of your present job. Need some help? The career planning consultant at the Leon County Library can help you gather information about yourself and occupations you can choose. You'll get up-to-date occupational information, including job descriptions, job requirements, wages, and opportunities for advancement. And it's all *free*. Call 575-6868 for more information or an appointment. That's 575-6868.

NEWSPAPERS Local newspapers usually publicize newsworthy workshops and special events, but generally do not give free publicity. The following is an example of a notice that a newspaper might run at no cost.

> **WORKSHOPS**
>
> **FREE JOB-FINDING WORKSHOP** — A free workshop for those in the market for a new job is being offered by the Career Guidance and Skills Program from 7-9 p.m. Tuesday and Wednesday at the media center of Godby High School, 1717 W. Tharpe St. Topics include finding job leads, contacting employers, filling out applications, resume writing and interviewing strategies. Anyone 16 or older is welcome. To reserve a space or get details, call 575-6868 from 8 a.m.-5 p.m. weekdays.

Your community may have an advertising weekly in which public service announcements are run free of charge. It pays to check into this possibility.

TELEVISION A local television talk show is an excellent way to publicize your service. And if topical workshops on stress management or women in the skilled trades are being offered, talk show hosts will be glad to let you describe the program, and at the same time you can discuss the other services you offer as well.

AGENCY NETWORKS Other agencies and organizations providing services to adults in your community could be important sources of publicity for your program. Creating community awareness of the services you offer goes hand-in-hand with developing a local network composed of a range of groups and agencies through which you can not only achieve publicity in agency newsletters and bulletins, but also get cross-referrals, directly recruit clients for your program, share resources, and reduce duplication of services—to the benefit of all participants.

In Tallahassee, for example, a private, nonprofit organization served displaced homemakers. It was staffed by VISTA volunteers who provided outreach and community organization, but not counseling, services. Our part-time staff, on the other hand, are trained counselors, but they do not have time to become involved in outreach activities. In addition to referring clients directly to us, the VISTA staff called women they had already contacted in the community to inform them of our workshops. Recruitment of this sort is invaluable and puts to good use the resources of both agencies.

Another way to promote your program and share resources with another agency is to cosponsor workshops offered in a public service program, such as those run by colleges and universities. You can provide expertise on topics and issues of concern. In turn, you can take advantage of the extensive publicity resources of the sponsoring agency.

When contacting other agencies, it helps if you introduce your program at a staff meeting. At that time, you can also establish guidelines for referral and familiarize agency staff with the services you offer. It is important to keep a record of agency contacts, the names of contact people, and the referral guidelines. Regular communication should be maintained to ensure maximum sharing of resources, problems, and solutions. Announcements of workshops and special programs can be either mailed or delivered directly to the agency.

The following list outlines the agencies and groups you might include in your network:

1. Service organizations—Junior League, Kiwanis, YMCA, YWCA
2. Social clubs—Elks, Moose, women's auxiliaries
3. Churches—youth groups and women's circles
4. Business and commercial groups—labor unions, business associations, chambers of commerce
5. Government agencies—City Council, Department of Labor and Employment Security, Park District, Department of Corrections, Department of Vocational Rehabilitation, Department of Human Resources, Health, and Rehabilitative Services
6. Universities, community colleges, local schools, adult basic education programs, school social workers
7. Private nonprofit agencies such as women's centers, voluntary action centers, and programs for special groups

The local chamber of commerce can also give you lists of groups that do not have offices and are therefore not listed in the telephone book.

The public library can also provide lists of agencies, civic groups, and educational institutions that share your orientation. A librarian may also be able to supply a mailing list of contact persons for radio, television, and newspaper public service announcements, as well as for local newsletters and other publications.

Workshop Publicity

When publicizing specific workshops, some special techniques should be added to your usual arsenal. Consider telephone recruitment of individual clients, calls to participants of previous workshops, and distribution of specialized brochures and posters. The following publicity checklist may also be helpful.

PUBLICITY CHECKLIST FOR WORKSHOPS

		Target Date	*Date Completed*
1.	Develop a flyer/poster.	1 month before	
2.	Locate press lists for mailing and media dates.	1 month before	
3.	Develop press releases and radio public service announcements, and mail out on appropriate dates.	1 month before	
4.	Have brochure/poster proofread by several people.	3 weeks before	
5.	Print brochure/poster.	3 weeks before	
6.	Contact local organizations for mailing lists and/or assistance in distributing brochure/poster.	2 weeks before	
7.	Distribute brochure/poster.	2 weeks before	
8.	Complete follow-up distribution of brochure/poster as necessary.	1 week before	
9.	Register participants.		
10.	Call potential participants.	1-2 days before	

Adapted from *How Women Find Jobs: A Guide for Workshop Leaders*, by the New Mexico Commission on the Status of Women. Produced under a grant from the U.S. Department of Health, Education, and Welfare, Office of Education, Women's Educational Equity Act Program. Newton, Massachusetts: Education Development Center, 1979.

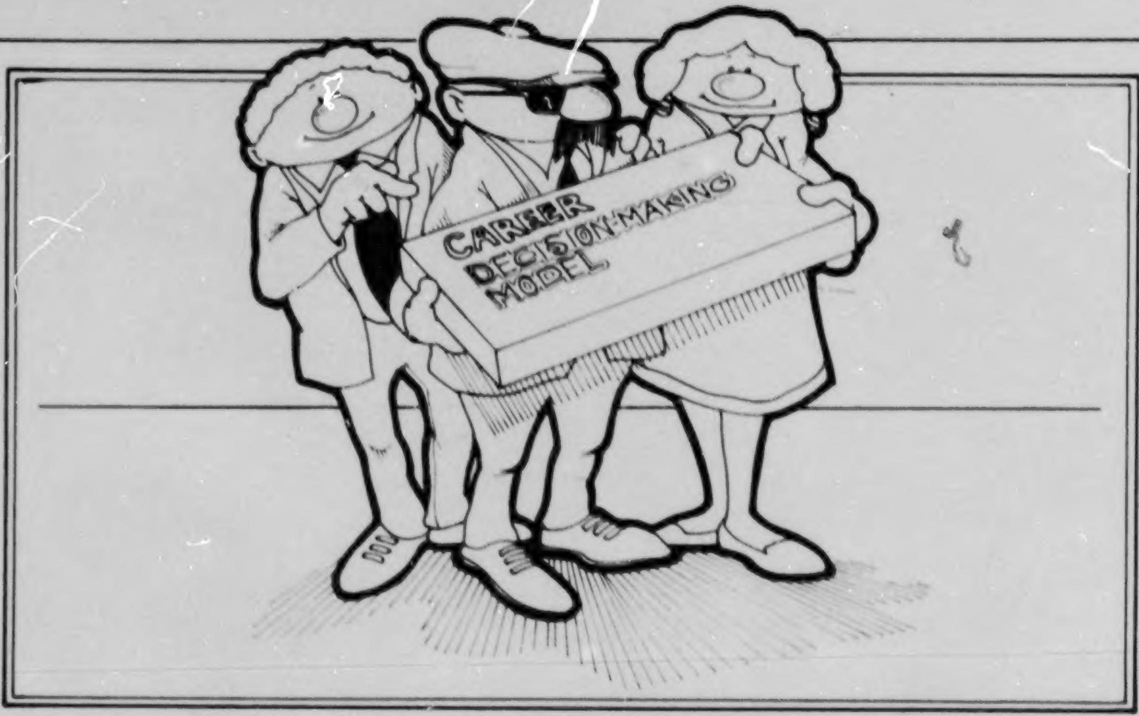
DEVELOPING A REALISTIC TIMETABLE

9

In developing a new program, administrators must design timetables for all parts of the project that are based on the circumstances under which the program is operating. In the chart below, note that time periods shown for each item reflect our own experience. (The time periods do not indicate starting dates.)

The Career Guidance and Skills Program Timetable

ACTIVITY	TIME PERIOD
Program director hired	*two weeks*
Staff hired	*two weeks*
Staff development conducted (strategies for special populations, local job market, community resources, program operation)	*one month initially, then ongoing*
Advisory council formed	*two weeks*
Linkages with other agencies forged	*ongoing*
Needs assessment designed	*one month*
Needs assessment conducted	*one to two months*
Program goals established	*two weeks*
Program planned (services, procedures, job market information, resources, publicity, sites, evaluation)	*one to two months*
Program implemented	*eighteen months*
Evaluation conducted	*ongoing*


CAREER
DECISION-MAKING
MODEL

THE CAREER DECISION-MAKING MODEL

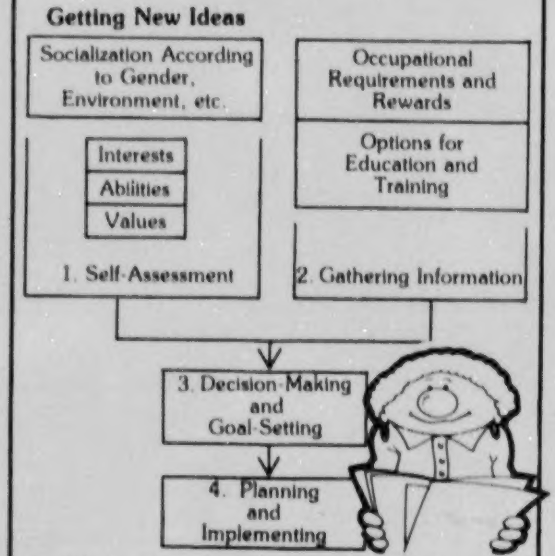
10

It is important for the program staff to formulate or adapt a career decision-making model that provides:

1. A philosophy upon which staff members can base their perspective of the career counseling process and the program goals. The model can combine career development theory with emerging theories about the developmental imperatives of adulthood.
2. A framework for dealing with clients' concerns. A career decision-making model can help counselor and client assess the client's needs and determine a plan for change. It can also provide a basis for evaluating the results of the counseling experience.
3. A counseling strategy. Acquainting clients with the career decision-making process allows them to incorporate it into their life: it becomes a tool with which they can successfully complete a career transition. Important functions of any career guidance program for adults should be to prepare clients to anticipate change and uncertainty and to help them develop coping strategies.
4. A system for organizing resources. To increase use, resources should be grouped according to the steps in the counseling process. This arrangement will also reveal inadequacies in your supply of resources.

The following diagram can serve as a guide in creating your own career decision-making model.

A Career Decision-Making Model


Getting New Ideas
Socialization According to Gender, Environment, etc.
Occupational Requirements and Rewards
Interests
Abilities
Values
Options for Education and Training
1. Self-Assessment
2. Gathering Information
3. Decision-Making and Goal-Setting
4. Planning and Implementing

From *Project Choice: Creating Her Options in Career Exploration* (1979, Education Development Center, Newton, Massachusetts).

NOTES ON THE CAREER DECISION-MAKING MODEL

1. "Getting New Ideas" begins the process for an individual, and it may include any number of events. Graduation from high school, divorce, job dissatisfaction, or a young child starting school may all trigger questions like: What do I want to do with my life? Where am I going?
2. Socialization has profound effects upon an individual's self-image, motivation, and career aspirations. Career counselors must be sensitive to the effects of socialization on different groups, as well as be able to incorporate this reality in effective counseling strategies. As clients become familiar with the career decision-making process, they can be made aware of how socialization often filters out essential information and so limits an individual's options. More and more research is becoming available on how the socialization of different subgroups affects the developmental processes of members. All career counselors should be current on this subtle issue. (References included in the section on Resources for Staff Development, The Adult Learner, and Nonprint Resources in Women's Educational Equity provide additional information on the developmental stages of adulthood.)
3. Implementation refers to job-hunting strategies—finding job leads, tapping the hidden job market, using employment agencies, understanding personnel offices, filling out applications, writing resumes, interviewing, and planning for career advancement.
4. The point at which clients enter the career decision-making sequence will vary, as will their readiness to progress. Great skill and empathy are required both to clarify issues and support the client, especially if the client is afraid to make a decision or is considering redefining his/her family role. Often, clients must reassess long-held values when confronted with a transition. If so, the counselor and client must move back to Step 1, Self-Assessment, and begin again.

PROVIDING INDIVIDUAL SERVICES

A top priority of any career guidance program for adults should be to establish a number of mini-centers in which to offer individual counseling. These centers can be set up with only a few resources and a small investment, if the members of your staff are skilled and familiar with the community. Career planning consultants who have at their disposal standard references (including vocational interest inventories) and who have been trained through staff development can provide comprehensive services at any location. (Note: Our career planning consultants were often seen driving through town with microfilm readers, *Occupational Outlook Handbooks*, and cardboard file boxes in their back seats en route to community centers or workshops.)

USING THE STEP-BY-STEP MODEL

The career decision-making model discussed on the preceding pages should provide the framework for individual career counseling services. Practical suggestions for using the model and helpful references follow.

Step 1: Self-Assessment

Although various self-assessment inventories and aptitude tests can be purchased, you may wish to consider several inexpensive or free alternatives:
1. The local Florida State Employment Service may offer the General Aptitude Test Battery (GATB).
2. A local university or community college may offer free assessment services to members of the community. (Note: Some institutions with assessment capabilities do not provide this service to the public because they are fully occupied with the needs of students.)
3. Both professional and popular literature present a variety of exercises on self-assessment and values clarification. These tools can help the individual determine and discover the information relevant to career choice. Several examples of these exercises appear in this handbook. The "Choosing or Changing" workshop is based in part upon an analysis of satisfactions derived from work. The satisfactions are related to specific careers and a guided fantasy is used to reveal work values. Another exercise, provided at the end of this section, focuses on values and the strains that result from values discrepancy. In the "Applying for a Job" workshop, participants use worksheets to identify intellectual, aptitudinal, interpersonal, and personal management skills. A detailed analysis of an individual's transferable skills can be made with only a few resources; however, counselors must be able to identify, label, and classify skills.
4. Dr. Norman Gysbers and others have developed a method of conducting an assessment interview originally designed for use with CETA clients. The method has other applications, however, and can be integrated into assessment interviews with clients from different populations. The interview format is included in the appendix at the end of this section.

References that would be helpful in developing materials and activities for self-assessment include:

If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else, 1974
Author: David P. Campbell
Publisher: Argus Communications
7440 Natchez Avenue
Niles, Illinois 60648

Meeting Yourself Halfway, 1974
Author: Sidney B. Simon
Publisher: Argus Communications
7440 Natchez Avenue
Niles, Illinois 60648

Planning Ahead after Forty: The Process of Psychoevaluation with Self-Study Projects, Rev. Ed., 1973
Author: Milton Edwin Hahn
Publisher: Western Psychological Services
12031 Wilshire Boulevard
Los Angeles, California 90025

What Color Is Your Parachute?, 1979
Author: Richard Nelson Bolles
Publisher: Ten Speed Press
Box 7123
Berkeley, California 94707

Where Do I Go from Here with My Life?, 1978
Authors: Richard Nelson Bolles, John C. Crystal
Publisher: Ten Speed Press
Box 7123
Berkeley, California 94707

Wishcraft: How To Get What You Really Want, 1979
Author: Barbara Sher, with Annie Gottlieb
Publisher: Viking Press, Inc.
625 Madison Avenue
New York, New York 10022

Step 2: Gathering Information

Gathering information about occupations can be accomplished with only a few resources. If you do not have extensive occupational literature available, you can emphasize how to do research on occupations. Besides solving the problem of limited resources, this approach encourages clients to take an active part in their job hunt.

If you do emphasize research, the best resources to use are those that cover a variety of occupations and include basic, detailed information on job requirements, duties, and wages. *The Occupational Outlook Handbook* and *The Guide for Occupational Exploration*, both published by the U.S. Department of Labor, contain such information, catch the reader's interest, and seem to motivate clients to continue research on their own.

BASIC RESOURCES

Dictionary of Occupational Titles; The Guide for Occupational Exploration; and *Occupational Outlook Handbook*
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Occupational Briefs, 1977
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Catalyst Career and Educational Materials, 1977
Simon and Schuster, Inc.
6 East 82nd Street
New York, New York 10028

FREE RESOURCES

1. Interviewing
   In the "Choosing or Changing" workshop, a technique called the "informative interview" is explained, and a handout is provided that describes the technique.
2. Local sources
   a. Faculty directories for local colleges and universities
   b. Chambers of Commerce
   c. Libraries
3. National Resources
   a. Associations and national organizations
   The Occupational Outlook Handbook includes addresses of some of these organizations.
   b. U.S. Department of Labor
   Office of the Secretary
   Women's Bureau
   Washington, DC 20213

ADDITIONAL RESOURCES

1. Materials prepared by the Center for Career Development, Department of Education, Knott Building, Tallahassee, Florida 32301, (904) 488-0400, toll-free 1-800-342-9271.
   a. *Florida View*. A series of 600 career information cards and 600 training locator cards on microfilm ($100.00).
   b. *Florida View in Black and White*. All information found on the microfilm cards appears in printed form in loose-leaf binders ($100.00).
2. Books and directories
   Bibliography of Current Career Information, 1978
   Editor: Emanuel Weinstein
   Publisher: American Personnel and Guidance Association
   5203 Leesburg Pike, Suite 400
   Falls Church, Virginia 22041

   Establishing and Operating a Career Resource Center for Adults, 1975
   Author: Nancy Tobin *et al.*
   Publisher: Education Development Center, Inc.
   55 Chapel Street
   Newton, Massachusetts 02160

Jobs 80-81, 1979
Author: William Yeomans
Publisher: G. P. Putnam's Sons
200 Madison Avenue
New York, New York 10016

New Career Options for Women, 1979
Authors: Helen S. Farmer, Thomas E. Backer
Publisher: Human Sciences Press, Inc.
72 Fifth Avenue
New York, New York 10011

Self-Guidance Series; Educational Opportunity Series; Career Opportunity Series, 1977
Authors: Staff of Catalyst
Publisher: Catalyst
14 E. 60th Street
New York, New York 10028

What To Do with the Rest of Your Life: The Catalyst Career Guide for Women, 1977
Authors: Staff of Catalyst
Publisher: Simon and Schuster, Inc.
1230 Avenue of the Americas
New York, New York 10020

Yellow Pages of Careers: How to Find the Careers for You, 1977
Authors: Harold E. Nichols, William J. Schill
Publisher: Interstate Printers and Publishers, Inc.
19 N. Jackson Street
Danville, Illinois 61832

Step 3: Decision-Making and Goal-Setting

At this step, career alternatives are chosen and translated into realistic, specific goals. Workshop materials included on decision-making are from Project Choice, Education Development Center. The materials can be adapted for use by individuals. Other helpful references include:

Career and Life Planning Guide, 1976
Authors: John W. Loughary, Theresa M. Ripley
Publisher: Follett Publishing Company
1010 W. Washington Boulevard
Chicago, Illinois 60607

Career Emphasis Series, 1977
Authors: Jane Epperley *et al.*
Publisher: Olympus Publishing Company
1670 E. 13th Street
Salt Lake City, Utah 84105

Life Work Planning, 4th Ed., 1978
Authors: Arthur G. Kirn, Marie O. Kirn
Publisher: McGraw-Hill Book Company
1221 Avenue of the Americas
New York, New York 10020

Decisions and Outcomes, 1973
Authors: H. B. Gelatt *et al.*
Publisher: The College Board
888 Seventh Avenue
New York, New York 10019

Step 4: Planning and Implementing

This step involves job-hunting techniques and applying them successfully. Briefly, these techniques are: finding job leads (tapping the hidden job market), skill identification, writing resumes and cover letters, and interviewing.

Other topics may be relevant to particular areas and/or populations. For communities in which a high percentage of the population is employed by the government, participants should be given information on getting a government job. Workshop exercises on filling out job applications may be important for some groups. Career advancement strategies are often of interest to many clients.

Resources and strategies for implementing this step range from written material to role-playing. The "Applying for a Job" workshop includes information on basic employment techniques. Other references are:

Guerrilla Tactics in the Job Market, 1978
Author: Tom Jackson
Publisher: Bantam Books, Inc.
666 Fifth Avenue
New York, New York 10019

The Hidden Job Market: A System to Beat the System, 1976
Authors: Tom Jackson, Davidyne Maylear
Publisher Harper and Row Publishers, Inc.
Keystone Industrial Park
Scranton, Pennsylvania 18512

How to Win in a Job Interview, 1980
Author: Jason Robertson
Publisher: Prentice-Hall, Inc.
Englewood Cliffs, New Jersey 07632

The Job-Hunter's Manual, 1975
Author: Donald H. Sweet
Publisher: Addison-Wesley Publishing Company, Inc.
Jacob Way
Reading, Massachusetts 01867

Job-Hunting Secrets and Tactics, 1977
Authors: Patrick Reardon, Kirby W. Stanat
Publisher: Follett Publishing Company
1010 W. Washington Boulevard
Chicago, Illinois 60607

Marketing Yourself: The Catalyst Women's Guide to Successful Resumes and Interviews, 1980
Authors: Staff of Catalyst
Publisher: G. P. Putnam's Sons
200 Madison Avenue
New York, New York 10016

Moving Up—To Get High Salaried Jobs, 1971
Author: Eli Djeddah
Publisher: Ten Speed Press
P.O. Box 7123
Berkeley, California 94707

Put Your Degree to Work: Job-Hunting Success for the New Professional, 1979
Author: Marcia R. Fox
Publisher: W. W. Norton and Company, Inc.
500 Fifth Avenue
New York, New York 10036

For a list of topics on education and training that should be included in the information bank of a career guidance program for adults, see Hiring and Training Personnel, page 9. Other resources are:

Alternatives to College, 1976
Authors: Miriam Hecht, Lillian Traub
Publisher: MacMillan Information News Publishing Company
866 Third Avenue
New York, New York 10022

A Guide to Resources for Life-Career-Educational Planning for Adults, 1977
Authors: Elizabeth Stettenpohl, Jane Shipden
Publisher: Long Island Learning Center
Empire State College
223 Store Hill Road
Old Westbury, New York 11568

Self-Guidance Series; Educational Opportunity Series; Career Opportunity Series, 1977
Authors: Staff of Catalyst
Publisher: Simon and Schuster, Inc.
1230 Avenue of the Americas
New York, New York 10020

CAREER
DECISION-MAKING
MODEL

THE CAREER DECISION-MAKING MODEL

10

APPENDIX TO SECTION 10

Life and Career Assessment: An Initial Interview Technique
Decision-Making Session
Your Values Profile

Life and Career Assessment: An Initial Interview Technique

When a CETA applicant becomes a participant, an assessment is needed to establish a program plan that will best serve the participant's needs. During the initial talk with the counselor, participants may not understand what information they can give that would be helpful in planning a program. However, the counseling experience can be more effective if counselors take an active role in obtaining information about the life and career situation of their clients. An approach called Life and Career Assessment has been developed to help counselors and CETA participants understand and use this information in program planning.

RATIONALE The Life and Career Assessment approach is directed toward understanding the relation of individuals to their environment. It is based on the Individual Psychology of Alfred Adler, who viewed an individual's relation to the world from three perspectives: work, social relations, and friendship. According to Adler, the three areas are intertwined and cannot be addressed discretely; change in one area necessarily involves the other areas as well. Because individuals are rarely aware of their approaches toward life—the themes upon which their lifestyles are based—they may not recognize underlying consistencies. Instead, they may choose to dwell on superficial feelings that further obscure the way in which they are developing (see pages 33-34 for a sample list of preference statements and the indicated lifestyle themes). For example, in the following dialogue, a participant discusses her job experience. She is 20 and enrolled in a Youth Employment Training program. As you read, note the lifestyle themes that can be detected from this brief discussion.

Dialogue		*Theme*
CO:	*Let's discuss your work experience. Could you tell me about your last job?*	
CL:	*It was with a small insurance company. I was in the claims department. I sent out form letters and payment checks.*	
CO:	*Did you like the job?*	
CL:	*It was all right, but it was boring. There wasn't much excitement. All the people were older than I was. I was the youngest one. But they were all real nice. It was all right.*	Prefers to work around others the same age so that she can socialize.
CO:	*What are some things you liked about that job?*	
CL:	*The people were nice even though they were old. I liked talking on the phone. That's mainly why I got into claims, so that I could talk to people and wouldn't be all by myself. I liked working downtown where there's a lot of places to go. I liked insurance, too.*	*Likes social contact.*
CO:	*You liked insurance?*	
CL:	*Yeah, but, I didn't like car insurance. I liked life and health insurance. There were many different plans, and they were interesting to read.*	
CO:	*What are some of the things you didn't like about it—other than the older people working there?*	
CL:	*I just had a set thing I did every day. I'd check the mail—I hated doing that—and the form letters. I got to where all I could type were form letters. If I tried to type a letter that was handwritten, I couldn't do it, because I wasn't used to it. It was just dull. Other than that, I liked the job.*	Dislikes routine.
CO:	*What about the job you had before that?*	
CL:	*At the floral company. I liked it real well. I liked those people. They were a lot of fun. And I loved to work with flowers. When I was on delivery, I got to go out and run around and I liked that. It was a fun job.*	Needs contact with people.
CO:	*I see you worked at the garment factory. How was that?*	
CL:	*That was terrible. I worked at night, I went to school all day long, and I worked until 1:00 in the morning. I don't like to do the routine stuff. I was on my feet all day long, and we only got a 10-minute break and a half-hour for lunch. It was just too much work.*	Does not like to be closed in.
CO:	*Yet you stayed there a year and a half.*	
CL:	*Just because I was making pretty good money. After I got used to it, I could go pretty fast.*	Can adapt.
CO:	*What was your job there?*	

CL:	*I started out ironing. Then I went to pinning clothes on cardboard. After that, I was a supervisor. That wasn't too bad because I told everybody else what to do.*	
CO:	*Did you like doing that?*	
CL:	*It was okay.*	Dislikes supervisory responsibilities that cause interpersonal problems.
CO:	*Supervising others?*	
CL:	*No. I didn't put as much pressure on them as I should have.*	

Recurring themes in this dialogue indicate that the participant enjoys working with people in order to meet some of her social needs. She dislikes routine jobs, but can adapt to them if she is receiving other satisfactions. Discovering the working environment that is most reinforcing to the participant is just as important as learning the jobs the participant has held. Therefore, the purpose of the Life and Career Assessment Interview is to clarify the client's fundamental approach to life, or the means by which s(he) typically operates.

Assessing an individual's approach to work, social relations, and friendship provides a concrete way of analyzing and synthesizing a client's movement in life. This assessment is a cooperative endeavor that not only helps counselors understand clients, but also help clients better understand their own life themes, which reveal the way in which they find meaning in life. By identifying the themes, we can understand individuals' approaches to life in a more straightforward manner.

A MODEL FOR THE LIFE AND CAREER ASSESSMENT INTERVIEW

The model has four basic components: (1) career assessment, (2) typical day, (3) strengths and obstacles, and (4) summary.

Career Assessment The Career Assessment portion of the interview is divided into three parts: work experience, educational progress and problems, and recreation.

1. Work Experience (Part-Time/Full-Time, Paid/Unpaid)
   - Last job
     liked best
     liked least
   - Same procedure with another job
2. Educational Progress and Problems
   - General appraisal
     liked best
     liked least
   - Repeat for each level attempted
3. Recreation
   - Leisure time activities
   - Social life (within leisure context)
   - Friends (within leisure context)

Work Experience To assess work experience, the counselor should ask the participant to describe in detail the last job in which s(he) was employed, regardless of whether the job was part-time or full-time, paid or unpaid. After the participant has described the tasks, the counselor should ask the participant what s(he) liked best and least about the job. This procedure should be repeated for at least one other job. As the like and dislike themes are described, the counselor should repeat, clarify, and review them, so that the participant becomes aware of the underlying consistencies. This process is illustrated in the following interview. The client is a nineteen-year-old female, enrolled in a Youth Employment Training Program, where she is training to become a data-entry worker.

Dialogue		*Theme*
CO:	*You say the County Hospital was the last job you had? You were working in the kitchen, weren't you? Did you work there a long time?*	
CL:	*Right at two years.*	
CO:	*Did you work at night or all day, or what?*	
CL:	*Usually I got up at 9:00 and went to work at 11:00. I spent the whole day there. You don't see any sunshine and it's dark when you get out. I didn't like that too much. When I got really good at my job I got done by 2:00 or 3:00, and then I would sit around or help someone do odds and ends until 4:30 or 5:00. That really got tiring.*	Dislikes routine.
CO:	*What exactly was your job?*	
CL:	*Working the tray line—a patient tray line. Afterward, I helped clean up. Then I had odds and ends to do, like go up on the floors and take ice cream, milk, bread, or fruit. I weighed the fruit for the next meal. I did little chores you could get done fast once you knew what you were doing. They had a schedule set. But once I got the hang of it, it didn't take me the whole time, so I just went from one thing right into the next. And then I'd help the other people. Then, we'd all sit around until 4:30, when the next meal came.*	Takes care of details so that she can have contact with others.
CO:	*Then you really like to keep busy. It seems like you enjoy having something to show for it.*	
CL:	*Yeah, otherwise I get bored.*	Values accomplishments.

The participant's priorities on the job, or lifestyle themes, are fairly clear from this excerpt, although much remains to be known about her aspirations and current skills. It is indicated, however, that the need for variety may interfere with her performance in a more routine job. This should be discussed when the client and counselor begin to look at career options.

Educational Assessment To explore educational progress and problems, the counselor should ask the participant for a general appraisal of school. The counselor can keep the discussion focused by asking what the client liked best and least about high school. This inquiry should be repeated for elementary school. Usually, the themes that appear are consistent with the themes that surfaced in the exploration of work experience. The themes should be repeated, clarified, and reviewed with the client. Following is an excerpt from an interview in which the participant's school experience was discussed:

Dialogue		*Theme*
CO:	*Tell me about your school experience.*	
CL:	*I liked it, until I got into eighth grade. I think it was then that I just lost interest. Right around eighth grade.*	
CO:	*What happened to make you change?*	
CL:	*I have no idea. I guess I just thought I knew everything and so I started running around. And I got it into my head that I was gonna leave school.*	
CO:	*Did you ever think about going back?*	
CL:	*A lot of times I did, but I never got around to it. I had to work. My father had the feeling that if you didn't go to school full-time you had to work full-time. You had to do one or the other, so I worked.*	Depends on others for goals.
CO:	*When you think back to elementary school, you said you liked it pretty well. What were some things that you remember liking? What was good?*	
CL:	*In fourth grade—I can always remember third and fourth grade—spelling and capitalization and stuff like that. We always had special games to make it a lot more fun. Like the spelling bee. If you got so many words right, you got a star on the board. I remember how the teacher always pointed me out as being the one person who always got a star.*	Seeks rewards and recognition Values approval from adults.
CO:	*You felt like you could see that you had done something good, I guess.*	
CL:	*Then the teacher would have me help other people.*	
CO:	*You must have felt worthwhile.*	
CL:	*My worst year was fifth grade.*	
CO:	*What was so bad about it?*	
CL:	*The teacher was an old mean thing. I'm not kidding! Can you imagine somebody reading—what was it—the story Gone With the Wind. I had to read that story in fifth grade. That thing was about this thick, and then she had me write a report.*	Overwhelmed by large assignments.
CO:	*She made you do that as a punishment?*	
CL:	*We got off to a bad start, and when she did that to me it just made it worse. So, I stuck a tack on her chair and somebody told on me. For a month she would send home progress reports to my father and he would make me sit and write, "I am sorry. . ." 500 times each night.*	
	But sixth grade was a lot of fun. The teacher liked to go outdoors, and she always took us on field trips to the parks. On the weekends, she had this nice place out of town and she would always ask us if we wanted to come out on Saturday or Sunday. We would go out there, if we needed help.	Values attention from adults.
CO:	*It seems as if she really cared.*	
CL:	*Yeah, she was real nice.*	
CO:	*You said when you got to junior high you kind of lost interest.*	
CL:	*It was all touch and go, I guess, from one class to the next.*	
CO:	*Touch and go?*	
CL:	*Seemed like once I got to junior high and high school, nobody really took an interest in what I was doing. I was used to just one class and everything.*	Lacks assertiveness.
CO:	*You felt you were left on your own with no one to go to for help.*	

CL:	*That was a lot of it. Because I need a lot of help, with the short time you've got there and all the students. I would leave class and still have questions. I wouldn't know what to do the next day. So I just got further and further behind. I'd have something to say, but I never said it until it was too late. I remember I talked to my counselor.*	Lack of adult attention caused loneliness.
CO:	*What did your counselor suggest you do?*	
CL:	*Hang in there. And whenever I had a question, walk up to the teacher and say, "Hey, I need some help." And I did it for a while when I got my nerve up. It was okay for a while.*	Asking for assistance is difficult.
CO:	*What do you think about that now? Do you think you would have trouble asking people for help?*	
CL:	*No. I've had a lot of questions and I've asked. I've got to get it through my head that if I don't ask, I'm not gonna know. So far, I'm working hard trying to keep up and not fall behind. I promised myself that I was not going to get depressed. I'm not gonna do it anymore. I've done that before, but I'm not gonna do it this time. I've got a real positive attitude about what I'm gonna do.*	Worries about keeping up and not getting depressed.

As this client enters into new educational experiences, it will be important for her to have someone with whom to discuss her progress and positive aspects of what she is doing. Assertiveness training or related counseling may also be needed so that she can assume responsibility for maintaining a sufficient level of participation in the program.

Recreation To assess the recreational area, participants are asked what they do with their leisure time. It is important for the counselor to note whether the recreational activities are consistent with work and educational themes. This is also a good time to explore love and friendship relations. Exploring a participant's social life within the context of one's leisure time has been found to be a nonthreatening way of exploring this sometimes touchy area. The intention is not to gather intimate information; it is to discover how social relations reflect one's lifestyle. Does the participant have many friends, few, or none? Does the participant make decisions about leisure activities that are done with friends, or does s(he) follow the suggestions of others?

In the following portion of the Life and Career Assessment Interview, leisure and social activities are explored:

Dialogue		*Theme*
CO:	*Now that you're out of high school, what do you do in your spare time?*	
CL:	*Well, we have horses and most of the time I ride them. I have two horses and I ride each of them two hours a day. I don't have much time to do anything else.*	Has intense interests and commitment.
CO:	*Four hours of horseback riding a day?*	
CL:	*Un-huh, I get up at 6:00 in the morning and ride till 8:00. Now I'll have to ride them both when I get home. I guess I'll have to cut down to an hour apiece. But I've got to ride them during the week, or they're not worth a darn for the shows on the weekend.*	
CO:	*You show them on the weekends?*	
CL:	*We go all over and show them.*	
CO:	*That must take up most of your time.*	
CL:	*Yeah, quite a bit of it. I got a Doberman pinscher that I'm trying to train, and he's about to drive me crazy. Most of my time I spend with animals. We raise Dobermans. Two years ago we had 13 of them and sold every one. Now we only have one, this little baby.*	
CO:	*So most of your free time is spent with your horses and animals. What about friends?*	
CL:	*Most of my friends live in town. They usually come out and see me. Somebody's usually out there all the time. I run around with my friends at night. Our horse shows last until about 7:30, then I come home and go to the dances or whatever.*	Friends come to her.
CO:	*What about weekends?*	
CL:	*Well, our shows are on Sunday, so I usually spend the whole day Saturday with Mom. I don't get to see her too much during the week. I see her every once in a while at night, but on Saturdays we go shopping. We go to breakfast first and*	Her mother is important to her.

	then we shop. Sometimes we go to lunch. My Mom and I are real close.	
CO:	*Do you feel responsible for her?*	
CL:	*Yeah. Because she's done real well in spite of having to raise all us kids. My Mom is just a lot of fun. I have more fun with her than I do with most of my friends.*	
CO:	*She's kind of a mother and a friend?*	
CL:	*Yeah, we're real close.*	Her mother represents security, warmth.
CO:	*That's good. So you feel that you have to take care of her and provide friendship for her, too? Maybe when you get out on your own you'll have more time for yourself. What do you think you'll do then?*	
CL:	*I'll probably move. If I move to California my sister may want me to live with her. If I stay here, I'd probably move to Columbia, or someplace close, so I can run back and forth to see Mom.*	Relationship with mother may interfere with moving to areas where jobs are available.
CO:	*So one of the things holding you here is your mother.*	
CL:	*I guess. She's married and my step-dad works an awful lot. I hate for her to be by herself all the time. I just enjoy seeing her, and I'm kind of used to it.*	

From leisure activities it is usually easy to move to social relationships. In the above situation, the client's dependency on her mother for emotional support may interfere with career exploration. The client will have to face this conflict at some point in counseling.

A Typical Day In the portion of the interview that explores a typical day on the job, there are two work styles the counselor needs to determine:

1. Dependent/Independent
    - Relies on others to make decisions
    - Functions independently
2. Spontaneous/Systematic
    - Prefers routine
    - Dislikes routine

The purpose of the typical day exploration is to discover how the client organizes his/her life. The assessment can be made by asking clients to describe their typical work day in a step-by-step fashion. First, the counselor should determine whether the client tends to be dependent or independent. Does the client get up in the morning by himself or does someone else wake him? Does she do things alone or insist on having someone with her at all times? Does he organize his life systematically, or does he respond to each day spontaneously? Systematic individuals tend to do the same thing day after day in a fairly stable routine, whereas spontaneous individuals rarely follow a routine. The patterns that emerge from an assessment of the typical day can be helpful to clients because it is often this area that reveals problems. For example, if a participant enjoys sleeping late, and usually does not get up until the late morning, the counselor should foresee that punctuality and attendance are likely to be problems that should be explored with the participant. Again, such patterns should be repeated, clarified, and reviewed with clients so they begin to understand how they organize their lives.

In the following portion of a Life and Career Assessment Interview, the client's typical day is discussed.

	Dialogue	*Theme*
CO:	*I'd like you to think for a minute about what a typical day is like for you. It's time to get up. Does an alarm get you up, does somebody wake you up, or do you just wake up?*	
CL:	*I wake up myself and get out of bed. I've already taken my shower the night before, so I just wash my face, put on a little make-up, then find something to wear, get dressed, and fix myself something to eat. I drink lots of milk because my stomach is upset when I get up. I have an ulcer.*	Responsible, systematic.
CO:	*You fix your own breakfast?*	
CL:	*Yeah. Eggs or toast. Then the phone usually rings and I talk.*	Dependent in some ways.
CO:	*Who's calling you?*	
CL:	*One of my girl friends.*	
CO:	*Let's say you got up and you didn't have anything to do, and you could do anything you wanted. What would you do?*	
CL:	*You want to know what I'd do? Grab a blanket, go downstairs, get something to eat, and turn on the television. Just sit there and watch television.*	Passive, seeks pleasure in immediate environment.
CO:	*You like television?*	
CL:	*Yes.*	
CO:	*Do you like to watch during the day? At night?*	
CL:	*It depends. I like three soap operas. At night I really don't like TV that much unless it's a good show like "Good Times" or "What's Happening." Other than*	

that, I don't watch too much.	
CO: *What soap operas do you like?*	
CL: *"All My Children," "Days of Our Lives," and "Another World."*	
CO: *What do you like about soap operas?*	
CL: *Just the story itself, and the suspense. Who's gonna find out what? And who's getting married and whose daughter is pregnant.*	
CO: *Do you ever put yourself in a character's place? Do you ever think that it's happening to you?*	
CL: *Sometimes I get so mad that I stomp my feet, saying, "Stop! Stop!" Sometimes I end up crying. You see somebody behind a curtain with a gun and you're saying, "Don't go that way, don't go that way! Call the police." It's really exciting. Sometimes you get so happy you start crying. They are a mess!*	Identifies with and relates to others easily.

The client clearly indicates that she likes a systematic routine for carrying out her daily living. It also sounds as if she is dependent on others and can get too involved in social relationships. She is passive and she may use television as a pacifier.

Strengths and Obstacles This portion consists of asking participants what they believe to be their three main strengths and three main obstacles.

1. Strengths
   - Available resources
   - What resources do for client
2. Obstacles
   - Related to strengths
   - Related to themes

This assessment provides information about problems clients are dealing with and the resources they have at their disposal. It should be noted that clients sometimes have trouble identifying their strengths. To assist, the counselor should ask them to describe the roles they play (mother, father, employee, etc.) and the skills they use to carry out each role. After clients have named their three strengths, it is best to probe further by asking them what their strengths allow them to do. For example, if a client lists persistence as a strength, further probing might disclose that this quality is a strength because it permits him to keep trying. This type of information can be revealing for both the participant and the counselor. The same probing and clarification should be done for the client's obstacles. Clients may find it easier to identify problem areas, perhaps because of past failures or low self-esteem. It is recommended that the counselor help the client look at obstacles and strengths together. For example, how can a client's strengths be used to offset her obstacles? This helps the participant start thinking in terms of the abilities, competencies, skills, etc. that s(he) already possesses.

Following is a portion of the Life and Career Assessment Interview in which strengths and obstacles are pinpointed:

Dialogue	*Theme*
CO: *What would you say are some of your main strengths—besides liking people?*	
CL: *Oh, I'm a pretty good typist, especially with a little practice. I can run office machines. I've never had any trouble with any kind of office machine. I'm good over the telephone. I can always keep things well organized. I can get things set up, so that if somebody came into the job they'd know exactly what to do. I always make a list of the things I do every day.*	Feels confident of her skills. Uses her social skills on the telephone.
CO: *That's good. It sounds like you're the type of person a secretary should be. Can you size up your main weaknesses, ones that you'd like to work on to make yourself more employble?*	
CL: *Well, I probably talk too much. If I get started on something, it's hard for me to get off the subject. Another thing is that I don't plan my time. Either I'm done too fast or I'm not done fast enough. I never can get everything to work out just right. I always have things done an hour early, or I won't have them done at all.*	Must control social needs. Concern for better organization is a strength.
CO: *Then it's important for you to be organized?*	
CL: *Yes. I like to be organized. And I don't think there's anything else that I have trouble with.*	

In this part of the interview, the counselor has reinforced the client's desire to be organized and to take responsibility. Her need for social contact is suitable for telephone and reception activities. However, she will have to control other social activities on the job. This can be taken up later.

Summary Each interview should end with a summary. It is most helpful when the counselor asks the client to summarize what s(he) has learned from the session. When the client has finished, the counselor can add any points that were omitted. In the summary, it is important that the counselor and the client reach agreement about the client's life themes. This agreement is most effective when it is reached with the client's own words and meanings; then the summary of the client's approach to his/her career will make the most sense.

Although the Life and Career Assessment format is standardized, there is no prescribed procedure for getting information. Counselors need to develop a personal style for this procedure and they should be flexible enough to shift the format to fit the needs of each client. It is preferable for the counselor to integrate the exploration process into his/her own style as well as that of the client, in order to keep the interview from being mechanical and to make the interview as meaningful as possible.

ADAPTING THE LIFE AND CAREER ASSESSMENT INTERVIEW FOR USE WITH YOUNGER PARTICIPANTS The major program goals for a younger CETA client may differ markedly from those of an older, more mature client. For example, an older client may possess a higher level of vocational maturity, and be in need of acclimation to a specific work setting, remediation of past inappropriate work habits, or definition of specific career options. Since the younger client's experience is narrower, program goals may include introducing the world of work, learning and practicing positive work habits, and exploring a variety of careers.

The younger client's tenure, then, has a developmental focus. The Life and Career Assessment Interview can easily be adapted for a younger client with a few minor modifications. These modifications are broken down as follows:

Career Assessment Work experience—It is probable that the younger client has not had much paid work experience. The focus, then, will not be on past job assignments, but on the client's lifestyle themes and how these are likely to influence his/her preferences on the job. This information can be elicited from the client by examining any work experience, unpaid as well as paid, and domestic responsibilities.

Educational experience—This important area should be dealt with in the same manner as for the adult client. Reasons that the client liked or disliked certain teachers should be emphasized; this provides information on the types of persons the client is likely to respect or emulate, or, on the other hand, to have difficulty cooperating with. Preferences for certain subjects are also important considerations. Through these preferences, the counselor can explore possible career interests, and help determine subjects the client might take later that will lead to a career.

Recreation—This area may not require emphasis since the younger client's recreational activities depend largely on family activities. It may be useful to examine family activities to discover the nature of family ties. Another area to explore is hobbies. Does the client enjoy investigative activities, such as stamp collecting, or more adventurous endeavors, such as skateboarding or exploring? To determine the type and extent of peer influence, the counselor should ask the client to describe favorite friends.

A Typical Day The typical day portion can be explored in much the same way as for the adult participant. Again, the counselor is looking for independent/dependent and systematic/spontaneous tendencies. Who awakens the student? Does the student have a set schedule? Does he have daily chores to carry out? If so, are these responsibilities monitored or related to certain privileges? What is her home environment like? Will good work habits be reinforced in the home?

Strengths and Obstacles This part of the interview is also similar to the adult interview, focusing on the developmental aspects of strengths and obstacles, that is, recognizing and utilizing strengths in order to overcome obstacles the younger client is likely to face. By reinforcing strengths, the client will become more aware of skills s(he) possesses.

Summary The summary involves asking the client what s(he) has learned from the session. For the younger client, as well as for the mature, it is important to instill an awareness of likes and dislikes, of styles of organization, of strengths and weaknesses, and how all those traits combine to create one's personality and lifestyle. The counselor can ask, for example, whether the client likes a teacher because s(he) is encouraging. The response may indicate a need for reinforcement in order to efficiently carry out tasks. Characteristics like this have important implications for future career success. By increasing self-awareness, the client can begin to look at viable career options.

TIPS FOR USING THE LIFE AND CAREER ASSESSMENT INTERVIEW

1. The interview serves both as a means of getting information and as a foundation upon which to build the counseling relationship. It should retain an informal, conversational tone. Therefore, the counselor should not take notes during the interview; many new clients find note-taking intimidating.
2. Frequently, CETA clients do not speak freely. To gain the most information, the counselor must ask the client to explain his/her statements in some detail. Do not settle for pat responses like "I hated the job at the restaurant because it was boring." Ask the client for more information, more examples.

3. The interview usually takes 40-45 minutes. If possible, it should be conducted in one session, according to the format described here. If this is not possible, the format can be broken into separate sections. For example, the first interview could focus on past jobs, school, and recreation. The remainder of the interview could be conducted at the next session.

4. It may be difficult for the client to think of three strengths or obstacles to discuss. If so, the counselor can encourage the client to think of one strength or obstacle. This way, the client will not feel pressured initially, and will probably be able to supply more information in time.

5. The structure of this interview allows the counselor to control the pace, so that the most information can be obtained as quickly as possible. To keep the client on track, the counselor can tactfully steer the client in the right direction with a simple statement like "Now I have a good idea of what a typical morning is like for you. What about the afternoon and evening? Tell me about those times."

6. The importance of reviewing recurring themes with the client cannot be overemphasized. This process provides insight for the client that s(he) may not have thought of before. As the client gives needed information to the counselor, the client also receives information that will help in the self-discovery process.

7. The typical-day portion of the interview should be covered thoroughly; it will provide a wealth of information. This portion of the interview also helps to strengthen the relationship between counselor and client.

OUTLINE FOR THE LIFE AND CAREER ASSESSMENT INTERVIEW

Career Assessment

1. Work experience (part-time/full-time, paid/unpaid)
   - Last job
     liked best
     liked least
   - Same procedure with another job
2. Educational progress and problems
   - General appraisal
     liked best
     liked least
   - Repeat for each level attempted
3. Recreation
   - Leisure time activities
   - Social life (within leisure context)
   - Friends (within leisure context)

A Typical Day

1. Dependent/Independent
   - Relies on others to make decisions
   - Functions independently
2. Systematic/Spontaneous
   - Prefers stable routine
   - Dislikes routine

Strengths and Obstacles

1. Three main strengths
   - Available resources
   - What do resources do for client
2. Three main obstacles
   - Related to strengths
   - Related to life themes

Summary

1. Agree on life themes
2. Use client's own words
3. Relate themes to goal-setting

IDENTIFYING THEMES

Career Preference Statements	Themes
To have a job that provides many fringe benefits.	Receiving direct benefits
To receive a large yearly pay increase or bonus.	
To have a job that provides personal comfort and good working conditions.	
To have ample work breaks or get time off.	
To be able to manage money or resources.	
To be my own boss.	Independence
To be free to make my own decisions.	
To be directly responsible to no one at work.	
To work with little supervision.	
To be free to vary my working hours.	
To be able to question the customary way of doing things.	Achieving ideals
To be able to explore various aspects of a job.	
To discuss which of several alternatives best describes a situation.	
To believe the work I do is important or significant to others.	
To be able to consider myself a creative person.	
To know exactly how my supervisors expect a job to be done.	Responsibility
To be able to see the results of my work at the end of each day.	
To be able to measure how much work I have done.	
To know that the problem I am working on has a correct solution.	
To know that when I have finished a task, it is done once and for all.	

Career Preference Statements	Themes
To analyze a person or situation in order to make a decision.	Providing leadership
To be responsible for making major decisions that affect the work of other people.	
To be responsible for hiring and firing people.	
To coordinate the work of others.	
To be able to influence a group of people.	
To know a large number of the people with whom I work.	Having social contact
To be with workers of the same age and interests.	
To be spoken well of by supervisors.	
To know and associate with fellow workers.	
To have other workers ask for my advice.	
To make a deal with someone.	Negotiation
To find ways to settle an argument.	
To act on "gut" reactions.	
To collaborate with people in order to solve problems.	
To listen and bring understanding to opposing sides in an argument.	
To keep records, inventory, or charts, and to make appointments.	Organization
To collect or gather information, materials, or samples.	
To calculate, compute, or manipulate numbers.	
To organize and classify information.	
To move, remove, or repair.	Handling
To examine, inspect, and handle with precision.	
To groom, make up, or work over things.	
To work, smooth, grind, stress, or press materials and products.	
To help someone or be of service to others.	Helping
To support or motivate others.	
To take orders for service or wait on people.	
To care for or heal others.	
To have an established daily routine.	Establishing or maintaining routine.
To have a regular schedule of chores.	
To arrange my time so that each task is done at the same time every day.	
To work on one task at a time.	
To be free of distractions while working.	
To be physically active.	Action.
To participate in outdoor sports.	
To have hobbies and interests involving muscular coordination.	
To be active.	

LIFE AND CAREER ASSESSMENT INTERVIEW

Area	Client's Remarks		Themes
Work Experience/Activities	Most	Least	
Educational Progress/Problems			
Recreation Leisure Time Social Life			

Area	Client's Remarks	Themes
Typical Day		
Work Routine		
Weekend/Time Off		
Free Time		
Strengths and Obstacles		
Three Main Strengths		
Three Main Obstacles		

Adapted from *Career Counseling Techniques That Work: An Integrated Approach, Life Career Assessment Interview* (1980, University of Missouri, Columbia, Missouri).

Decision-Making Session

The following session is designed to help participants to learn decision-making skills to apply to career decisions. It can be used in a group setting or easily adapted for individual counseling.

PRESCRIPTIVE GOALS

1. Participants will assess the effectiveness of their current pattern of decision-making.
2. Participants will learn the skills necessary to make decisions regarding their careers.

TIME NEEDED 90 minutes

INTERVENTION STRATEGY *On the career development model we have used as the basis for our work, we see that decision-making is one of the last steps to reaching a career goal. Deciding on a specific career or field is often a milestone in an individual's life. However, the ability to make a realistic and successful decision is an ability that affects all aspects of life. Today we are going to learn about decision making—what it is, and how to do it better.*

Distribute "Decision Styles."

Please take some time to think about decisions you have made in the last few weeks. Write them on the left-hand side of the page. Leave the right-hand columns blank for now.

Pause five to seven minutes.

We generally use the word decision as if we all know what it means. But suppose I ask you to define the word decision. What are some characteristics of a decision?

Pause for discussion.

List the characteristics of a decision on a piece of paper.

It's more difficult than you'd think, isn't it? Let's pull together the things you have said to come up with a complete set of criteria:

1. Making a decision generally involves your values and attitudes.

2. It has consequences.

3. It has an influence on the self and others. If we go by these characteristics, we see that often the word decision is used instead of the word preference, although there are, of course, big decisions and little ones. Let's go back to the form you filled out a few minutes ago. Now that we have selected some characteristics of a decision, which items on the form now seem to be preferences and which are really decisions?

Pause for discussion.

It is not necessary for all participants to share their decisions. Elicit enough examples so that the difference between a decision and a preference becomes clear.

Now what do you think is a good decision? First, remember that a decision—no matter how good or how well thought out—offers no guarantee. At best, a decision is an educated guess, a calculated risk. That means that we can only do our best with all the information we have at our disposal now. There is no hindsight at the time the decision is made. Let's look at some guidelines for making a good decision.

Distribute "Essentials of Good Decision-Making."

Discuss each item. Seek examples from participants' experiences.

These seven items all sound reasonable, but few of us really consider all seven before we make a decision. People not only have different styles of decision-making, but individuals often use different styles for different types of decisions.

Please form groups of four or five.

Let's go back to your original list of decisions. I'm going to describe each decision-making style, and I'd like you to try to identify the style you used to make each decision. Then you can discuss why you feel the style you used was appropriate or inappropriate.

Read each decision style.

Impulsive—choosing the first alternative that comes to mind without much thought given to other alternatives or consequences.

Pause one minute.

Intuitive—relying on intuition or feelings to make a decision.

Pause one minute.

Exploratory—exploring all alternatives and the possible consequences of each before making a decision.

Pause one minute.

Agonizing—experiencing conflicting feelings or fearful of making a wrong decision.

Pause one minute.

Procrastinating—putting off the decision or exploring its ramifications until the very last minute.

Pause one minute.

Paralyzed—being unable to make a decision at all, allowing someone else or a situation make the decision.

Pause one minute.

Compliant—agreeing with whatever a significant other tells you or suggests that you do.

Pause one minute.

Fatalistic—making a decision based on the belief that its result is predestined or that you have no control over the situation.

Pause one minute.

No decision—deciding not to decide.

Pause eight to ten minutes for discussion.

What is the difference between asking for advice and asking others to make our decisions for us? Let's suppose that a young woman named Sara wants to go into advertising and is now trying to decide whether to go to college. Let's discuss how you would react if the significant others in your life *made the following comments. How would you try to please all of them as well as yourself?*

The following may be written on a piece of paper or copied and distributed to different participants so that they can each take a part in the discussion. If time permits, two or three participants can take turns playing Sara, and then the group can compare responses.

ADVICE FROM SIGNIFICANT OTHERS

Mother: *You have to be so terribly aggressive in that field, and you're so good with children.*

Father: *A cutthroat business. You'd make a top-notch nurse.*

Brother: *It's a man's field—you'd never make it.*

Sister: *Super. Everybody in that fields makes loads of money.*

Best friend: *Let's face it, nobody's going to marry an advertising executive. It's too much competition.*

English teacher: *Well, you seem to have a talent for creative writing, but advertising is a tough field.*

Boyfriend: *Most people in the business are men. It's a lousy idea.*

Advertising executive: *Great! I've had my ups and downs just like everyone else in the field, but I wouldn't give it up for anything else.*

Favorite coach: *Do whatever you want, but I sure hate to see you waste your athletic ability.*

Sara: *How can I please all of them—and me?*

Discuss how Sara can use their ideas and still take charge of the decision.

Let's get back together in a large group and share what you have learned about your decision-making style. We will consider two questions. First, what strengths or skills do you already possess in the area of decision-making and, second, what skills do you need to practice?

Pause for discussion.

Now let's put into practice what we've learned today.

Distribute "Decision-Making Form."

Before we begin, each of you take a minute by yourself to consider a decision that you're facing, perhaps one that relates to education or work.

DECISION STYLES

Describe briefly eight or ten decisions you have made recently. Be specific.

	Styles of Decision-Making								
Decisions I Have Made	Impulsive	Intuitive	Exploratory	Agonizing	Procrastinating	Paralyzed	Compliant	Fatalistic	No Decision
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									

Adapted from *Project Choice: Creating Her Options in Career Exploration* (1979, Educational Development Center, Newton, Massachusetts).

ESSENTIALS OF GOOD DECISION-MAKING

Definition I must carefully define what I am making a decision about.

Alternatives and Assessment If I am to choose, then I should have more than one option to consider. (Search for as many alternatives as possible, but set a limit because too much information can be paralyzing.)

Autonomy I must be independent of others as much as possible. (The challenge is to gradually take charge of your own life. Whether the person you consult gives you specific information or tells you what they would do "if I were you," it is most important to remember that this person is *not* you. *You* must make the decision to fit *your* needs and *your* values.)

Risk-Taking I need to strike a delicate balance between being too cautious and too adventurous. (Taking risks can refer to physical, intellectual, or emotional risks. Many people need to expand their risk-taking limits in order to maximize their potential for growth.)

Timing I must set a reasonable time limit for making the decision. (Procrastination, impulsiveness, and poor timing are common errors.)

Responsibility I must willingly assume responsibility for my decision and its consequences. When I let others make my decisions, I avoid guilt and don't have to own the consequences. The trade-off is that I give up control of my own life.

Values My decisions are influenced by my values, which I sometimes do not fully understand. Getting in touch with myself and clarifying my values helps me make better decisions.

Adapted from *Project Choice: Creating Her Options in Career Exploration* (1979, Education Development Center, Newton, Massachusetts).

DECISION-MAKING FORM

1. Question
   - a. What is the problem or situation?
   - b. What decision do you need to make?
   - c. When do you need to make the decision?

2. Values
   - a. Is the decision important? (Does it involve long-range consequences? Does it involve significant others?)
   - b. What do I want the outcome to be?

     Musts (Cannot modify or do without.)

     Wants (Would like, but am willing to modify or do without.)

3. Assessment
   - a. What are the alternatives? (Include status quo and as many others as possible.)
   - b. What are the consequences of each alternative? (For yourself, for significant others, and for the feelings of significant others.)

Alternatives	Risks	Rewards

c. How does each alternative meet your *musts* and *wants*? ____________________

d. Is there a way to combine alternatives in order to maximize your rewards? ____________________

4. Action

a. What is the best decision for you?

____

____

____

b. What is the second-best decision?

____

____

____

c. What is your back-up plan if the unforeseen should occur?

____

____

____

Adapted from *Project Choice: Creating Her Options in Career Exploration* (1979, Education Development Center, Newton, Massachusetts).

Your Values Profile

The following is a list of conditions people often say that they value or strive for in life. On a scale of one (least important) to five (most important), place a dot in the box that best describes how important the condition is to you.

Importance Scale

Least Important	1	2	3	4	5	Most Important
A meaningful and fulfilling love relationship						
Freedom to do what you want						
A chance to lead the fortunes of a nation						
The love and admiration of friends						
Tickets to any cultural or athletic event as often as you wish						
Complete self-confidence and a positive outlook on life						
Happy family relationships						
An environment with clean air and pure water						
A long life without illness						
Stereo equipment and a complete record library for your private use						
An existence free from financial worry						
A home in a beautiful setting						
A world without prejudice						
A chance to eliminate sickness and poverty						
International fame and popularity						
An understanding of the meaning of life						
A world without graft, lying, and cheating						
Freedom within your work setting						
Free travel to anyplace, anytime, and plenty of spending money						
Success in your chosen profession or vocation						

1. Connect the dots with a solid line to draw your own profile.
2. We will take a few minutes to identify the underlying value(s) implicit in each condition listed. Write the values in the blank column at right.
3. Using the values profile, take five minutes to write a description of yourself and what is important to you.

IDENTIFYING STRESS CAUSED BY CONFLICTS IN VALUES Values that do not conform to your present situation can cause you real discomfort. Stress occurs when your values conflict with your environment. By clarifying your goals, as you did in the last exercise, you have taken the first step toward putting your values in proper perspective. When you are sure of your values, it is easier to quit worrying about something that is not important. Now for the second step.

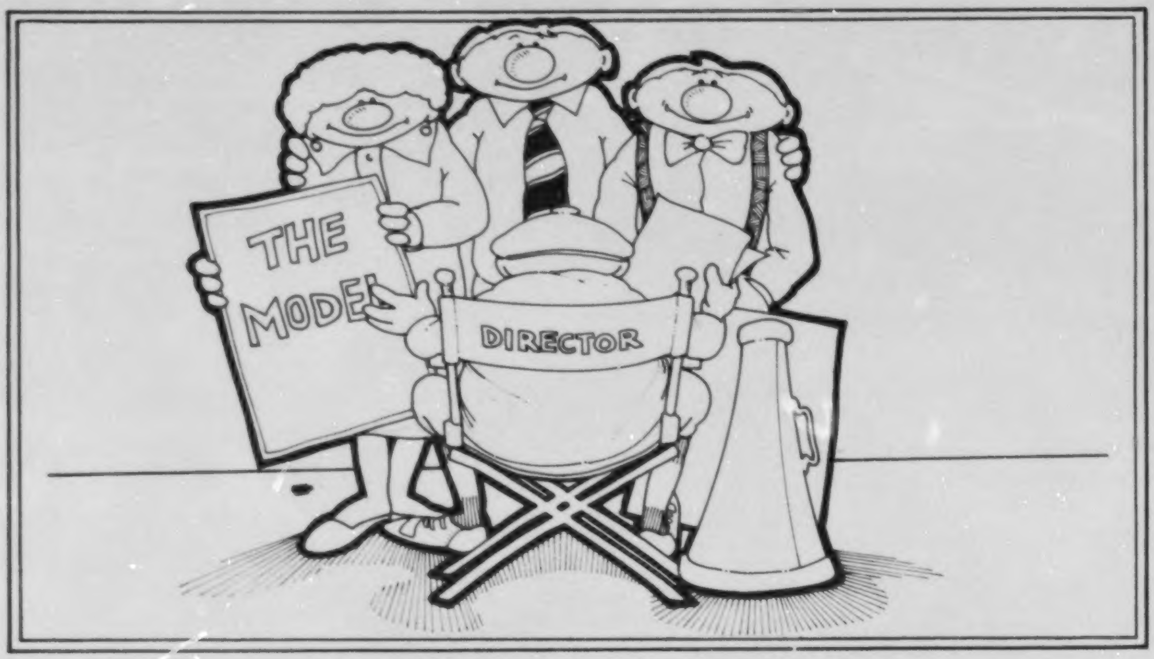
On your values profile:

1. Cross through the word *least* and write *not there*.
2. Cross through the word *most* and write *almost there*.
3. With a colored pencil, place a dot in the box number that indicates how close you are to achieving this goal.
4. Connect the circles with a dotted line.

Questions to ask yourself:

1. How would you describe the discrepancy between where you are and where you want to be?
2. If your life has allowed you to achieve the goal, what is ahead for you? Does your life script need to be revised?
3. By defining your values and acting in accordance with them, can you relieve or reduce the stress in your life?
4. What values do you have now that are likely to be unimportant in 10 years?
5. Do your values mesh with your life experiences?

Adapted from *Adult Life Cycle* by Vivian Rogers McCoy, Colleen Ryan, and James Lichtenberg. ©1978 by the Adult Life Resources Center. Used with permission of the Adult Life Resources Center, Division of Continuing Education, University of Kansas.



USING THE CAREER DECISION-MAKING MODEL AS A BASIS FOR WORKSHOPS

11

Workshops are usually an integral part of any career guidance service for adults. We recommend adapting and developing workshop materials that can be used in a variety of settings and with different groups. The topics of workshops can be based on the career decision-making model used to develop individual services. This allows career planning consultants to incorporate the workshops into an individual's program and to offer workshop participants follow-up on an individual basis. A workshop is, in fact, one of the best ways to recruit clients for individual counseling.

Workshops allow a program to reach large numbers of participants, as well as provide opportunities for individuals to assess themselves in a nonthreatening environment and to enhance their self-esteem. Most adults who attend career guidance workshops are either experiencing or anticipating a major life transition.

In a workshop, participants can share personal concerns and experiences, and they can be encouraged to accept transitional difficulties as both normal and surmountable. Most adults experiencing career transitions are women; some are displaced homemakers or returning women, some hold jobs but are interested in career advancement or career and life planning. For many women, the workshop experience illuminates the effects of socialization and provides an emotionally supportive environment.

The fact that most participants are in the midst of a transition has implications for the size, setting, and format of a workshop. Generally speaking, limiting the size of a workshop enhances interaction among participants. Twelve participants and three facilitators form an ideal combination. This size allows groups of five, each including a facilitator who can give individual attention to each member during some activities. The workshop format should include a maximum of activities and a minimum of lecturing. It will probably be impossible to avoid lecturing altogether, but these periods should be interspersed with activities.

It is important to hold workshops in a room with flexible seating arrangements and suitable equipment. Circular seating facilitates interaction. However, during some of the workshops described in this handbook, participants group and regroup during various exercises. Flexibility is important because various combinations of seating arrangements, including the use of tables and work stations, may be used within one workshop session. You may find a suitable location at a school media center or the county library. A more detailed description of the equipment needed for each workshop is presented with the workshop summary.

STANDARD WORKSHOPS

We recommend two types of workshops: standard and special topic. The first, which provides the core of a program, consists of four sessions, each based on the career decision-making model and repeated in sequence on a continuing basis. The model can be broken down in the following way to provide the most comprehensive service possible.

Career Decision-Making Workshops

Step 1: Self Assessment	Choosing or Changing Session 1
Step 2: Gathering Information	Choosing or Changing Session 2
Step 3: Decision-Making and Goal-Setting	
Step 4: Planning and Implementing Strategies for Finding Job Leads	Applying for a Job Session 1
Skill Identification	
Writing Resumes and Cover Letters	Applying for a Job Session 2
Interviewing	

The two "Choosing or Changing" sessions are offered on consecutive evenings. Approximately one month later, the two sessions of "Applying for a Job" are offered again on consecutive evenings.

A schedule of workshops can be made up in advance and incorporated into the publicity campaign. Agencies find advance notices and a regular schedule helpful. Information on planning and conducting the workshops is presented later.

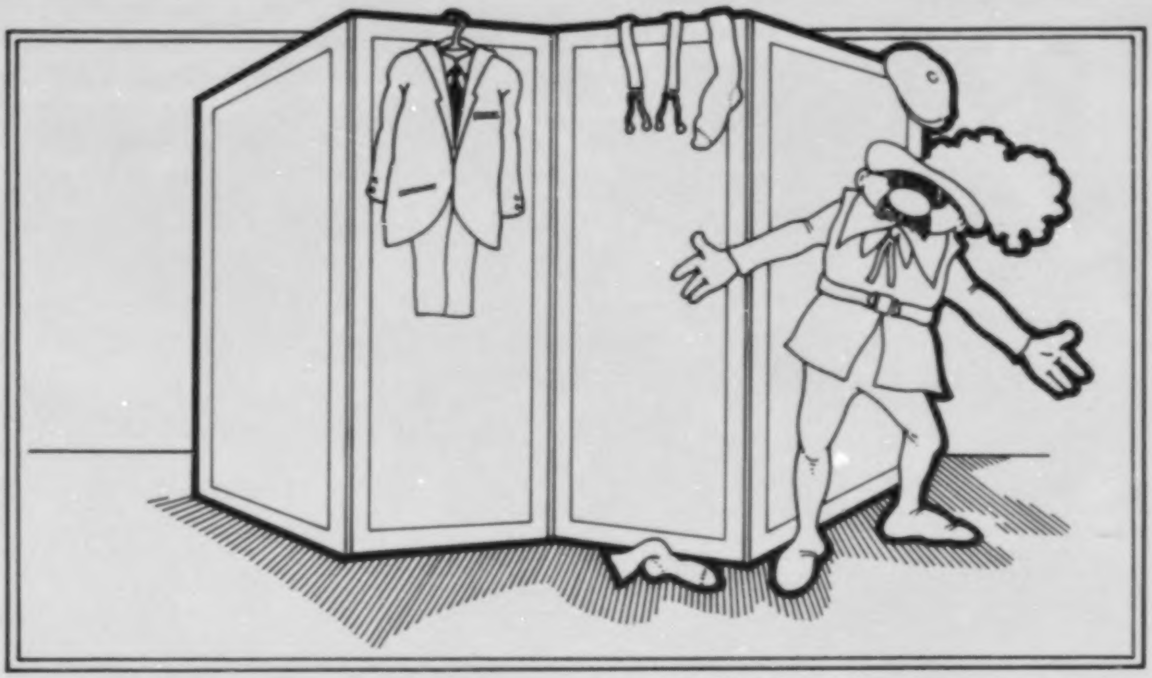
In addition to the regularly scheduled workshops, any of the topics from the four sessions can be presented to specific groups or agencies. Topics can also be expanded or modified to suit the needs of the group. For example, we presented a skill-identification workshop as part of a special one-day program sponsored by a coalition of women's groups concerned with the needs of displaced homemakers. The purpose of the workshop was to help participants translate homemaking skills into occupational skills. We also conducted sessions on interviewing and resume-writing for various groups, including a resume-writing session especially for teachers that was offered through the local Teacher Education Center. In addition, we held one workshop on interview skills for residents of a local drug treatment center. The workshop addressed the problems of referring to arrest or conviction records during an interview.

SPECIAL TOPIC WORKSHOPS

The second type of workshop is based on a special topic, and is frequently sponsored with another agency. Co-sponsoring a workshop permits you to take advantage of the other agency's resources and to broaden your community base.

Both standard and special topic workshops can provide valuable services to members of the community, maintain the visibility of your program, and encourage clients to use individual counseling services. If you co-sponsor workshops with an agency that has extensive publicity resources, your impact will be far greater. Most local newspapers run announcements of presentations by local service groups free of charge but otherwise do not provide free advertising. An ongoing series of workshops can, therefore, result in continual publicity.

The number and range of workshops on special topics depend upon the expertise of the staff and the time available. You might consider offering a workshop on time management, strategies for career advancement, women in the skilled trades, or assertiveness.



CHOOSING OR CHANGING: SESSIONS I AND II

12

STEPS COVERED IN MODEL:

Step 1: Self-Assessment
Step 2: Gathering Information
Step 3: Decision-Making and Goal-Setting

OBJECTIVES:

Participants will

1. Become acquainted with other people by sharing information and feelings.
2. Identify expectations and goals.
3. Increase their understanding of the career decision-making process.
4. Identify how their needs and values relate to their career choice.
5. Determine their interest pattern by taking the Self-Directed Search and identify careers that relate to their interests.
6. Learn to use resources for gathering occupational information. (*Florida VIEW*, the *Occupational Outlook Handbook*, the informative interview, etc.)
7. Become familiar with specific jobs that may be suitable *and* information about these jobs.
8. Identify the next step they will take in the career decision-making process, and share their plans with the group.

PUBLICITY EFFORTS

Newspaper Advertisements

FREE WORKSHOP
THINKING OF CHANGING JOBS? Going back to work? The Career Guidance & Skills Program can help you choose YOUR direction. Get information about yourself and about occupations at Godby H. S. Media Center June 26th & 27th, 7-9 pm. Space is limited so call 575-6868 to reserve your space.

(Paid)

FREE WORKSHOP
Are you thinking about changing jobs? Would you like to go back to work? The Career Guidance and Career Skills Program has information that can help you get started. Attend the free workshop at the Godby High School Media Center on June 26th and 27th from 7 to 9 p.m. Plan to come both nights to learn about yourself, about occupations, and how to put it all together. You must reserve a space. Call 575-6868 to register and to get more information.

(Free)

Radio Announcements

If you are looking for a job or considering changing jobs, this message is for you. There will be a free two-night workshop on April 24 and 25 that will emphasize looking at your interests and abilities and how this affects your choice of career. The workshop will also provide information on specific jobs and an overall view of the future job market. The workshop will be held at the Godby High School Media Center from 7 to 9 p.m. Enrollment is limited. Call 575-6868 for more information or to register.

Other Publicity Strategies

Recruiting from caseload of individual clients; distributing flyers (see appendix for sample); agency contacts

SUMMARY OF FORMAT

Session I Outline

1. Registration
2. Welcome Participants and Introduce Staff
3. Opening Exercise
4. List Participants' Expectations
5. Facilitators Share Objectives and Expectations
6. Present Career Decision-Making Model
7. Discuss Step 1—Self-Assessment
8. Small-Group Activity on Step 1
   a. Relating Past Accomplishments to Satisfactions from Work
   b. Directed Fantasy—The Ideal Job
   c. Extracting the "Value Touchstone" from the Ideal Job
   d. Brainstorming on Careers
9. Introduce Self-Directed Search

Session II Outline

1. Registration
2. Welcome Participants, and Introduce New Participants and Staff
3. Participants Share Reactions to Self-Directed Search
4. Discuss Step 2—Gathering Information
5. Present Informative Interview Techniques
6. Demonstrate How to Use Work Stations
7. Participants Use Work Stations
8. Final Sharing Activity
9. Evaluation

Seating and Equipment Requirements

Flexible seating arrangments, including tables; chairs initially arranged in a circle; microfilm readers; chart stand

DETAILED FORMAT—SESSION I

Registration, Welcome Participants, and Introduce Staff

This time should be used to establish pleasant first contacts with participants. One staff member can greet participants at the door and direct them to the registration table. A second staff member can work the registration table, make sure every participant has a name tag, and then direct participants to the refreshments. A third staff member can introduce participants to each other and initiate conversation before the workshop begins. Sample registration forms are provided in the appendix at the end of this section.

Opening Exercise

Prior to the opening exercise, the goals of the workshop should be explained fully, and participants should be assured that the workshop activities are closely connected to their reasons for attending the workshop. The opening exercise, which may take many forms, should accomplish three things. First, it should encourage interaction and sharing among participants. If the group appears to be diverse, the value of sharing experiences should be emphasized. It might be helpful to mention that the perspectives of others can often help us expand our horizons, and open up new possibilities. The second purpose of the exercise is to introduce the types of information that are needed in order to make sensible, satisfying career choices. Third, the exercise should provide a means for breaking participants into small groups of, ideally, no more than four members.

One possible organizing strategy is to divide the group in a mechanical way, such as numbering off, and then ask participants to respond in their group to the following unfinished sentences:

1. My most significant work activity is ______________________________.
2. My most significant non-work activity is ______________________________.

3. My favorite time of day is ________________
____.

4. My favorite day is one in which I ____________
____.

5. I am at my best when ______________________
____.

These questions can be written on a chart or chalkboard. Each group can take its chairs to tables that have been arranged in a circle.

Another organizing strategy is to give participants a 3 × 5 card and ask them to fill out the following information:

1. Name
2. Three things I do well
3. One-word description of me
4. An issue I would be willing to debate
5. The last time I had a good time three days in a row
6. My favorite television character

Participants tape the cards to their shirts, then circulate, without speaking, and read everyone's card. After 10 minutes or so, each participant seeks out someone whose card interested him/her. The two become acquainted, they choose another couple, and the four form a group. After the group has had time to talk, the members choose a table and sit down.

List Participants' Expectations

On a chart, facilitators list participants' expectations. What would they like to learn? What situations are they facing? Why did they decide to attend the session?

Facilitators Share Objectives and Expectations

Facilitators present a list of objectives, exactly as they appear on page 46, and then invite questions from participants. Facilitators' and participants' expectations are compared and contrasted. Then facilitators explain which expectations can not be addressed during the session and, if possible, make proper referrals. For example, if a participant expects to learn to write a resume, the facilitator can tell him/her when a workshop on writing resumes will be offered. It is best to clarify such issues at the outset, rather than to learn of participants' disappointments at the close of the second session.

Present Model

The rationale for teaching participants the career decision-making model is based on two assumptions. First, only a limited amount can be accomplished in a two-session workshop. By using a career decision-making model that provides a framework for the workshop, activities can be put in a larger context, making it easier to relate them to other life experiences. Second, if individuals understand the career decision-making process, they will know how to use it the next time they face a career transition.

The career decision-making model can be presented as it is explained on page 19, using a chart as a visual aid.

Discuss Step 1 of Model—Self-Assessment

Facilitators begin by asking participants how they would discover information about themselves to use in career decision-making. To encourage discussion, facilitators might suggest dreams and wishes; friends and family; past experiences; accomplishments; test results; and work experience. Facilitators might ask what information participants used in choosing their most recent job. It should be stressed that adults change and grow in many ways long after they are physically mature. Facilitators then explain that the remainder of the session will be devoted to exploring sources of information about oneself.

Small-Group Activity on Step 1

At this time, each facilitator joins a group and participates in the sequence of activities listed below. Each group is free to proceed at its own pace.

RELATING PAST ACCOMPLISHMENTS TO SATISFACTIONS FROM WORK

First, participants are asked to list three accomplishments on a card or sheet of paper. The facilitator should emphasize that these accomplishments need not be work-related, but that they should be activities that made the participant feel good about himself/herself, regardless of how the result was evaluated by others. Participants then write these accomplishments on the handout "Satisfactions from Work." Participants read the list of possible work satisfactions, and check those that apply to each accomplishment. Participants then share their findings with each other. This activity gives participants an opportunity to discuss activities that gave them a sense of accomplishment, thereby expanding their thinking and adding to their self-knowledge.

Materials needed: scratch paper, pencils, and "Satisfactions from Work"

A DIRECTED FANTASY—THE IDEAL JOB This activity helps people identify the things they value most in a job. The facilitator asks participants to relax, close their eyes, and concentrate on the instructions. The facilitator instructs participants not to put limits on their fantasy, but to imagine that anything is possible. The complete activity is found in the appendix at the end of this section.

Materials needed: facilitator's copy of "A Directed Fantasy—The Ideal Job"

EXTRACTING THE VALUE TOUCHSTONE First, the facilitator explains the concept of a touchstone as presented by Barbara Sher in *Wishcraft: How To Get What You Really Want.*[*] According to Sher, the touchstone is the emotional core of a goal, what the person wants and needs from it, what the person loves best about it. The touchstone may be creative fulfillment, fame, money, the chance to help people, closeness to nature, or love. If a person puts his/her touchstone into few words, it will be easier to choose a nourishing target and design the shortest, most direct, and gratifying route to that goal.

In addition to the directed fantasy, the satisfactions listed on the handout used in the activity on relating past accomplishments to satisfactions from work can help participants identify their touchstones. It is important for facilitators to point out that (1) people may have the same ideal job, or goal, but very different touchstones, and (2) if they do not discover their touchstone and use it as a basis for job selection, they increase their chances of being unhappy with their choice and having to go through the selection process again.

Sometimes participants are frustrated by what they perceive as a lack of realism in the ideal job and touchstone activities. If facilitators notice this, it is useful to point out that many different jobs can satisfy the same touchstone. Participants can still consider reality factors as they select from among a range of options.

BRAINSTORMING ON CAREERS

Participants can often help each other think of careers that would satisfy different touchstones. People who share the same touchstone may find that by sharing ideas with each other they can think of new ideas. Participants should be given time to think of their own alternatives before the facilitator distributes the final handout, which relates specific careers to satisfactions from work.

Materials needed: "Satisfactions from Work"

By the time participants receive this handout, they will have completed a strategy for working through the self-assessment step of the career decision-making model. After using two instruments to evaluate their accomplishments and a directed fantasy to open up possible options, they will have made a list of careers to investigate. It is helpful for the facilitator to review this process and to relate it to information-gathering, the focus of the second night of the program.

Facilitators should point out that participants can do the same thing, in more depth, on their own or with a staff counselor. Other self-assessment strategies should be mentioned at this time as well.

Introduce Self-Directed Search

At this point, the participants reconvene in a large group for an introduction to the Self-Directed Search. They are to complete this instrument at home, and return it at the second session. The facilitator explains that the focus of the workshop is shifting from values to interests, and that one way to identify interest patterns is to complete an interest inventory such as the Self-Directed Search.

The following dialogue, excerpted from Project Choice, can be used to introduce the instrument. *Let me tell you a bit about the Self-Directed Search, or SDS. This instrument is based on the notion that people can be divided into six very broad personality types. Of course, it's not as simple as it sounds—almost no one fits perfectly into any of the categories. Actually, most people are a combination of two or three types, usually with one category dominant, and sometimes two. But how does personality type relate to career planning? We know from extensive research that people with similar personalities tend to go into similar occupations. That's because people with similar personalities tend to have the same general interests, and are looking for similar satisfactions from their jobs. For example, we can say that most physicians share an interest in wanting to help people, or that most teachers enjoy working with others.*

The Self-Directed Search does not tell you what you are good at or what you should do. Rather, it allows you to identify what you might feel comfortable in or what might satisfy certain of your interests and needs. The SDS helps you to think about your abilities. Your responses are then matched with careers in which the abilities you identified are important. In other words, through the Self-Directed Search you can discover possibilities appropriate to your interests, possibilities you may not have considered before.

After the introduction, participants are given a copy of the Self-Directed Search, as well as the pamphlets "Understanding Yourself and Your Career" and "The Jobs Finder." They are encouraged to read "Understanding Yourself and

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[*] *Wishcraft: How To Get What You Really Want.* Barbara Sher, with Annie Gottlieb. New York, The Viking Press, 1979.

Your Career" after they have completed and scored the Self-Directed Search, so that their responses are not biased.

To wrap up the first session, facilitators summarize the major points covered during the evening and solicit questions and feedback on the evening's activities. Facilitators should also give an overview of the second session, mentioning interpretation of the Self-Directed Search, gathering information about specific careers, and initial plans for independently completing the steps in the career decision-making model.

DETAILED FORMAT—SESSION II

The registration procedure for Session II is the same as that used in Session I. A few minutes at the beginning of the session can be used to update newcomers on the activities they missed. After welcoming back returning participants and introducing new ones, facilitators outline the evening's activities, before discussing the results of the Self-Directed Search. Facilitators should refer to the Career Decision-Making Model Chart to reinforce the model components and provide a framework for Session II activities.

Participants Share Reactions to Self-Directed Search

Participants are given time to locate group members with the same SDS code, and are asked to explore these questions:

1. Was I surprised by the results or did they confirm self-assessments I had already made?
2. Were there occupations listed in the Jobs Finder under my code that I had never before considered?
3. Have I ever held any of the jobs listed? If so, what did I like about the job?
4. Did taking the SDS help me to understand why I have disliked certain jobs? Why I have liked others?
5. What is my emotional reaction to the results? Do I like the results? Do I dislike them?

These questions can be listed on a chart so that participants can refer to the questions as needed. Facilitators circulate through the groups and participate in discussions.

Facilitators should point out the sex bias that exists in the SDS results and explain that the interest inventory itself is not an unfair instrument, but that the results probably reflect the effects of socialization. For example, because women are typically raised to be quiet and orderly (ladylike), they usually score high on the Conventional scale. It may be helpful for women to drop the C from their code, and instead use the letter with the next highest score. This allows women to explore their unique pattern of skills and interests, rather than the effects of socialization. Boys, on the other hand, are usually encouraged to do things that lead to a high Realistic score: working with their hands, building and repairing, being physically active outdoors. Men can experiment by dropping the R from their code. There is no set rule that women should drop the C from their code and men the R, but the altered code may be a better indication of potential.

Discuss Step 2 of Model—Gathering Information

Facilitators remind participants that gathering occupational information is similar to doing a research project. The greater the variety of resources consulted, the better the result is likely to be. Facilitators solicit participants' suggestions for ways to gather information, and then present several techniques.

Present Informative Interview

Through the informative interview, occupational information can be gathered from people who work in particular fields. To save time, facilitators should distribute the handout on the informative interview and give a brief explanation of the technique.

Materials needed: "The Informative Interview"

Demonstrate How to Use Work Stations

Facilitators point out the work stations set up around the room. Each should be stocked with a different resource. One work station might include four Florida VIEW decks and four microfilm readers; one might have copies of the *Occupational Outlook Handbook* and the *Guide to Occupational Exploration*, from the U.S. Department of Labor; another station could have a collection of career guidance materials such as those published by Catalyst.

Information on local opportunities for training and education can make another work station. Facilitators demonstrate how to use equipment and highlight the contents of the materials, as necessary. At each station, there should be a poster that explains the focus of the station and how to use the material.

Materials needed: resources for occupational and educational information divided into work stations; posters describing how to use each station

Participants Use Work Stations

Participants are given one hour to use the resources to investigate occupations. Facilitators circulate to answer any questions, to provide information not included in the resources, and to suggest further resources.

Final Sharing Activity

At the end of the work period, participants gather in a large circle and share the next step they will take in gathering information. Time and time again, when participants describe their next step, they find that resources are available within the group. Frequently, a participant has the information someone needs or knows someone who does. This is an encouraging way to end the sessions on "Choosing or Changing" and often it provides a contrast to the confusion and hopelessness some participants felt when they arrived the evening before.

This is an appropriate time to offer your program's services on an ongoing basis and to encourage participants to keep in touch with the program as they continue the career decision-making process.

Evaluation

It is important to solicit feedback from participants at the close of the workshop. Explain that you would appreciate their comments and will use the information to improve the workshop. A sample workshop evaluation form is included in the program evaluation section.

SUMMARY OF MATERIALS AND RESOURCES NEEDED

Registration Materials

Name tags, registration forms, pencils, markers, program brochures

Handouts

"Self-Directed Search," "The Jobs Finder," "Understanding Yourself and Your Career," "Satisfactions from Work" (work sheet), "Satisfactions from Work" (career options), "The Informative Interview," "A Directed Fantasy—The Ideal Job" (for each facilitator)

Charts

Facilitators' Objectives, Questions for Opening Exercise, Career Decision-Making Model, Use and Contents of Each Work Station

Resources for Occupational Information

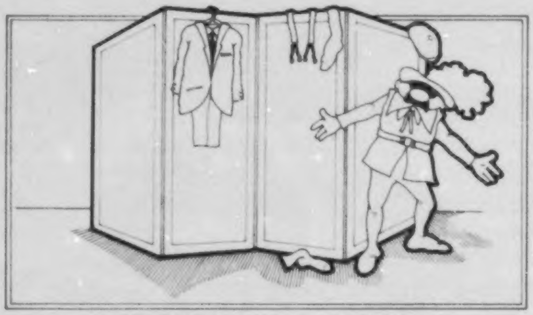
The resources you need will vary from program to program. You will have to use what is available, but your program should include the following:
Florida VIEW, microfilm readers, *Occupational Outlook Handbook*, *Guide to Occupational Exploration*, occupational forecast materials

Other

Chart paper or a chalkboard

Optional

Refreshments, 3 × 5 cards, tape



CHOOSING OR CHANGING:
SESSIONS I AND II
12

APPENDIX TO SECTION 12

Publicity Flyer
Satisfactions from Work
A Directed Fantasy—The Ideal Job
The Informative Interview

CHOOSING
OR
CHANGING
A CAREER?

Announcing a FREE Workshop

Matching your skills and your personality to the type of occupation most suited to you is an important step. This workshop is designed to teach you methods of identifying your skills and of discovering useful information about your personality, to give you the chance to investigate different occupations, and to show you techniques for using all that you learn to make career decisions.

Anyone may attend who is over sixteen and who is returning to work after a long absence or thinking about going back to school or unemployed and looking for work or employed but looking for a change or anyone who is just interested.

Wednesday, April 23 and Thursday, April 24
7 to 9 p.m. Please plan to attend both nights.
The Godby High School Media Center

the career guidance and skills program
SPACE LIMITED **so please call to register 575-6868**

Satisfactions From Work

Satisfactions	Typical Career Areas
Recognition 1. respect 2. social approval 3. prestige, status in the community	radio/television broadcasting, political leadership, public administration, social service administration, higher positions in health field
Achievement 1. advancement 2. professional growth 3. mastery of field	tangible indicators of achievement exist in career areas that offer remuneration based on results (business) or that have established career ladders (business, government). Nontangible indicators of success are attainment of one's goals and adherence to one's values
Dominance 1. exercising leadership 2. having power and authority 3. influencing others	management, sales, administration, teaching, transportation dispatching, engineering, therapy, counseling, religion, cooperative extension, recreation, social work, interior design, planning
Social Welfare 1. helping others 2. working with people 3. working for society or another person's benefit	social service work, public relations, receptionist, claim adjustment, personnel work, law, personal service, protective service, teaching, sales, agents, medical and dental field, counseling, planning, reporting
Self-Expression 1. developing own abilities 2. opportunity to use own ideas	actuaries, advertising, public relations, law, teaching, engineering, environmental sciences, physical science, life sciences, mathematics, medical practitioners, therapy, social sciences, home economics, designing, reporting
Money 1. high ($20,000 yr.)	large businesses and farms, management, administration, professionals who own their own business (doctors)
2. middle ($12,000-25,000 yr.)	technical work, skilled trades, most businesses, government, education
3. low (below $12,000 yr.)	clerical work, service work, unskilled labor
4. gain in socioeconomic status	physicians, dentists, entry-level management
Moral Values consistency with one's moral code	many different careers
Independence 1. freedom from supervision 2. limited restrictions 3. self-discipline 4. initiating work	industrial work, banking officers, forestry, laboratory work, driving, research, library work, teaching, insurance, accounting, hotel/restaurant management, law, purchasing, protective service, physical sciences, mechanics, sales, construction, environmental sciences, dental and health practitioners, therapy, social scientists, counseling, recreation, designing
Creativity 1. inventive 2. being original 3. creating new ideas, programs, products	interior decorating, tailoring, commercial art, advertising, architecture, business consulting, photography, music, product planning, administration

Satisfactions	Typical Career Areas
Challenge 1. handling difficult or complex work	administration, management
2. physical demands	construction
3. competing	advertising, law, marketing research, public relations, sales, performing arts, architecture, photography, reporting
Interpersonal Relations 1. team work 2. interacting with employees in performing work 3. sharing interests with co-workers	foundry work, printing, clerical work, computer occupations, advertising, personnel work, public relations, marketing research, construction, transportation work, engineering, statistics, medical and dental technician work, nursing, performing arts, reporting, writing
Variety 1. interesting and varied responsibilities 2. making own decisions 3. diverse activities	public relations, repair work, management, administration, self-employment, travel occupations, buying
Interest 1. stimulating activity 2. sense of accomplishment	based on individual's preferences
Responsibility 1. making key decisions 2. accountability for process or final product 3. working with finances, property, human safety, and welfare	social work, technical writing, reporting, broadcasting, teaching, counseling, personnel work, library work, law, public administration, management, advertising, sales, publishing
Problem-Solving 1. exploring problems 2. developing and testing solutions	accounting, business consulting, systems analysis, cost analysis, dietetics, law, medical technology, medical and dental work, therapy, research, engineering
Communicating writing and speaking convincingly and effectively	social work, technical writing, reporting, broadcasting, teaching, counseling, personnel work, library work, law, public administration, management, advertising, sales, publishing

	1	2	3
SATISFACTIONS FROM WORK			
Recognition—respect, social approval, prestige, status in the community			
Achievement—advancement, professional growth, mastery of field			
Dominance—exercising leadership, having power and authority, influencing others			
Social Welfare—helping others, working with people, working for society or another person's benefit			
Self-Expression—developing abilities, opportunity to use own ideas			
Money—high income, gain in socioeconomic status			
Moral Values—consistency with one's moral code			
Independence—freedom from supervision, few restrictions, self-discipline, initiating work			
Creativity—inventive, being original, creating new ideas, programs, products			
Challenge—handling difficult or complex work or physical demands, competing			
Interpersonal Relations—team work, interacting with employees in performing work, sharing interests with co-workers			
Variety—interesting and varied responsibilities, making own decisions, diverse activities			
Interest—stimulating activity, sense of accomplishment			
Responsibility—making key decisions, accountability for process or final product, working with finances, property, human safety, and welfare			
Problem-Solving—exploring problems, developing and testing solutions			
Communicating—writing and speaking convincingly and effectively			
IDEAL JOB ______			
TOUCHSTONE ______			

A Directed Fantasy: The Ideal Job

Facilitators instruct participants to relax, close their eyes, and free their imagination as much as possible as they listen to the instructions.

Facilitator:

If you could instantly be trained, qualified, and hired for any job at all, any job you wanted, what would you be doing? Let's start with basics; later we'll build in the details. Can you give yourself a title? What would your job duties include? Name your salary.

Pick a location, anywhere: at the beach, in the mountains, Europe, a college town, an isolated rural area, or a sophisticated cosmopolitan city.

Is travel part of your job?

Will you be inside or outside? If you work inside, how much outside will you let in? How many windows? Is your work environment quiet and peaceful, or do you like some hustle and bustle, street noises, music, the sound of machinery?

Will you be the boss? The decision-maker? Or will someone else have the major responsibility? Are you part of a team?

What do you wear to work? Jeans? Designer fashions?

Can you go into your own office, studio, or work area, and shut the door when you want to?

Perhaps you have a partner. Or maybe you work with many people and have little privacy, lots of interaction. What kinds of people do you want to spend your day with? Males, females, Democrats, Republicans, independents, radicals, religious, or family-oriented types?

Does your job directly or indirectly affect the lives of many other people?

Does it involve helping people, pleasing people, persuading people?

Do you make a product? What do you have to show for your work at the end of the day?

How well known are you in your community? Are you a popular local figure, a national leader, or a person content to do your job in a quiet, unnoticed way?

What are your hours? Round-the-clock? Three-day week? Four-day week?

If you could be guaranteed that you would have this job for the rest of your life—with cost-of-living increases, of course—would you still be interested?

The Informative Interview

One of the best ways to gather information about an occupation is to talk to people who are actually working in the field. Even though you are not directly applying for a job when you request an informative interview, talking to people who are in the position to hire you someday may increase your chances of getting the job you want. In fact, some people recommend the informative interview as a job-hunting technique in itself because it allows you to meet influential people.* Here's how it works:

1. Compile a list of contacts in the area in which you are interested. Sources of contacts include: directories, professional organizations, yellow pages of the telephone book, friends, co-workers, former employers.
2. Make an appointment with a contact. Call or send a letter and follow-up with a phone call. Tell your contact you need information and would like to talk to someone knowledgeable in the field. You could say that you are considering a career change or that you feel that you are at a turning point in your life. Remember, you have the right to ask for help, and many people will be flattered to be chosen as representatives of their occupation.
3. The interview. Remember that you are not applying for a job, although you want to make a favorable impression. Take your resume, and ask for a response to it. Do your homework. Be prepared to ask questions about the field or business. Be sensitive to time constraints. Show your appreciation.
4. Ask the person you are interviewing if s(he) can recommend someone else who might be able to help you. Ask permission to use the contact's name when you call the person.
5. Write a synopsis of the interview. Keep this record for later.
6. Follow-up. Immediately, write a thank-you letter. Later, send a letter or call to keep in touch and to let him/her know you would like to be considered for any openings (if that is the case).

By following these steps you can:

1. Make a favorable impression with people who may be in a position to hire you someday.
2. Gather information that could help you make a decision about what you want to do.
3. Build your interview skills. This kind of interviewing is a good way to learn because you are in control. Since you are asking the questions, it may feel less threatening.
4. Get feedback on your resume from a potential employer.
5. Get an inside look at a field that you feel you might be interested in entering.

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* Eli Djeddah, in his book *Moving Up* (Ten Speed Press, 1971), describes a "referral campaign" as a way to tap the unpublished job market in middle and upper management.

APPLYING FOR A JOB: SESSIONS I AND II

13

STEPS COVERED IN THE MODEL

Step 4: Implementation

OBJECTIVES:

Participants will
1. Identify strategies for finding job leads in the hidden job market.
2. Be able to identify, label, and group their transferable job skills.
3. Understand the format and use of the functional resume, the chronological resume, and the cover letter.
4. Know how to prepare for a job interview.
5. Understand the importance of nonverbal communication during an interview. Examples: eye contact, rate of speech, dress, and attitude.
6. Know how to follow-up after an interview.
7. Be aware of resources on employability skills that are available locally.

PUBLICITY EFFORTS

Newspaper Advertisements

4850 Instruction

FREE WORKSHOP

INCREASE YOUR CHANCES Of Getting The Job You Want Attend the Workshop At Godby Media Center Feb. 25 & 26 at 7PM SPONSORED BY: Career Guidance & Skills Program Learn How To Interview Successfully, Write a Resume, & MUCH MORE!! CALL to reserve Your Space 575-6868

4850 Instruction

FREE WORKSHOP

INCREASE YOUR CHANCES Of getting the job you want. Attend the workshop at Godby Media Center May 22nd and 23rd at 7 PM. Learn how to interview successfully, write a resume, and much more. Call to reserve your space! 575-6868

(Paid)

WORKSHOPS

FREE JOB-FINDING WORKSHOP—A free workshop for those in the market for a new job is being offered by the Career Guidance and Skills Program from 7 to 9 p.m., Tuesday and Wednesday at the Media Center of Godby High School, 1717 W. Tharpe St. Topics include finding job leads, contacting employers, filling out applications, writing resumes, and interviewing strategies. Anyone 16 or older is welcome. To reserve a space or get details, call 575-6868 from 8 a.m. to 5 p.m. weekdays.

(Free)

Radio Announcements

Important job interview coming up soon? Learn how to effectively present your skills and experience and prepare to answer the difficult questions interviewers often ask. Come to the FREE workshop on June 17 and 18, sponsored by the Career Guidance and Skills Program. It will be held at the Leon County Public Library from 7 to 9 p.m. Learn successful interviewing skills, as well as how to write a good resume. Call 575-6868 to register. Enrollment is limited.

Other Publicity Strategies

1. Recruiting from caseload of individual clients
2. Telephone calls to participants of "Choosing or Changing" Workshop
3. Distributing flyers (see appendix for sample)
4. Agency contacts

SUMMARY OF FORMAT

Session I Outline

1. Registration
2. Welcome Participants and Introduce Staff
3. Opening Exercise—Options
4. List Participants' Expectations
5. Facilitators Share Objectives and Expectations
6. Job-Search Activities
7. Skill Identification
8. Introduce Resume-Writing

Session II Outline

1. Registration
2. Welcome Participants and Introduce New Participants and Staff
3. Workshop Overview
4. Writing a Resume and Cover Letter
5. Interviewing Skills
6. Interview Follow-Up
7. Final Sharing Activity
8. Evaluation

Seating and Equipment Requirements

Flexible seating arrangements; chairs initially arranged in a circle; projector and screen; chalkboard; chart stand

DETAILED FORMAT—SESSION I

Registration, Welcome Participants, and Introduce Staff

This initial part of the session is conducted just as in the "Choosing or Changing" workshop. See page 47 for details.

Opening Exercise—Options

A possible opening exercise is to ask participants to tell where they would like to be professionally five years from now. Many participants will find it difficult to state their plans. For this reason, facilitators should explain that establishing career goals, even very flexible ones, is an important skill and a significant part of both writing a resume and interviewing. Participants should be encouraged to ask each other questions and to share their reactions to the assignment.

"Choosing Sides" is another possible opening exercise. For this activity facilitators choose two participants to be captains. The procedure is like the one often used to pick teams in school. Captains take turns choosing for their team until all participants are selected. The participants do not know what they are being chosen for and the captains have very little information on which to base their decision—somewhat like a job interview.

The purpose of the exercise is to explore the interpersonal dynamics of interviewing and the factors contributing to selecting employees. Selection is based on limited information, first impressions, and nonverbal aspects. What was it like to choose? What criteria did you use? How did it feel to be waiting? What were your thoughts while waiting to be chosen? How does all of this relate to interviewing? How do interviewers make good choices?

List Participants' Expectations and Facilitators Share Objectives and Expectations

These portions of the session are conducted in the same manner as was used in the "Choosing or Changing" workshop. For details, see page 48. Facilitators should stress that employability skills, like other skills, take time to develop. Participants will have to continue to practice and refine their skills—on their own, with the help of the staff, with other professionals, or through the use of resources such as occupational handbooks and other materials.

Job-Search Activities

Facilitators distribute the true-false test that is used to reveal what participants know about looking for a job. It's not an actual test—it's designed to stimulate discussion by offering some surprising statistics on the job market. This discussion should address implications of the data. For example, if 80 percent of job openings are unpublished, then appropriate strategies for finding job leads must be developed. This could include networking and making personal contacts in the fields that interest you. Both the test and answer sheet are found in the appendix to this section.

The handout "The Informative Interview," used in the "Choosing or Changing" workshop, can also be presented here, since the informative interview is a networking tool. It is found in the appendix for the "Choosing-Changing" workshop. Facilitators should also distribute a list of local employment resources.

Materials needed: "Job Facts: True or False," list of local employment resources not included in appendix as it must be geared to local community, "The Informative Interview," "Job Facts: The Truth" for facilitators.

Skill Identification

The introduction to this section defines transferable skills and explains the importance of skill identification to a successful job hunt. The following material can be adapted for use in the workshop:

Most people go through several transitions during their working lives. These transitions include the initial choice of an occupation, changes, and moves within an occupation or organization. Identifying job skills can be helpful during any of these transitions.

If you are making your first career choice, or even your second or third, identifying and analyzing your skills will help you make a decision about your career. There are many other things to take into account when choosing a career, but skills are important to consider.

If you have decided to change fields, a transferable-skill analysis could help you evaluate your strengths and weaknesses in terms of the new field you are considering. With this information, you can determine which skills you need to acquire in order to make a successful transition.

When you have decided what you would like to do or what changes you would like to make in your lifestyle, writing a good resume and cover letter and then interviewing effectively depend on how well you have analyzed your skills. You cannot present your skills to potential employers either in written form or face-to-face until you know what your skills are and the jargon for those skills. If you have analyzed your skills, you will be prepared for questions such as "Why should I hire you for this job?" and "Tell me a little about yourself."

It is important to make a distinction between a "body of knowledge" and a "skill." Skills, abilities, and attitudes are often transferable from one field to another. The body of knowledge itself may not transfer. For example, both an educator and a ranch operator use management and supervising skills but they use these skills to deal with different bodies of knowledge. The educator may know algebra, as well as something about child development and learning theory. The rancher, on the other hand, would know about land and livestock management.

Materials needed: "Dissimilar Jobs: Similar Skills"

WHAT CAN YOU DO? Following is a scenario familiar to many employment interviewers:

Esther Wilcox walks into an employment counseling office for assistance in finding a job. She has not held a paid position in years, and is now seriously looking for a job. The first question the employment counselor will ask is, "What can you do?" Typical answers women in this situation give are provided below.

I had to drop out of high school after my first year. I've never been trained to do anything. So, I don't know what I can do.

This statement reveals that the speaker believes that the only way to get a good job is to have a formal education. She will probably look for work in one of the following low-skill occupations: domestic, plant or factory worker, food service worker, laundry operator, farm worker, cashier, or clerk. In other words, she will limit herself to low-paying, dead-end occupations—occupations traditionally filled by women.

Many women entering these occupations do so because they need a job immediately, one that offers basic security. Generally, they are not interested in and lack motivation to continue a formal education. The mistake these women often make is to believe that because they cannot seek a skilled position, they have no control over their work situation.

Some women who equate formal education with a skilled job want a more highly skilled job, but assume that job training is offered only in a formal education system. Such is not the case. Many private industries and public agencies have on-the-job training programs for motivated employees. People make at least minimum wage while they are training. Some of these programs are federally funded through agencies such as the Employment and Training Administration.

Women like Esther need to learn more about employment opportunities. If she is genuinely not interested in further training, she can consider low-skilled jobs that offer the most security and the possibility of future salary increases. In other words, she has control over the job she takes and should learn to be selective about her choices.

If the woman is interested in job training, she can increase her employability by choosing a job where on-the-job training programs are available. If she does choose to take a low-skilled job, she should take it in a situation where she may be able to move into a training program. With additional training, she may be able to begin to move out of the low-income situation in which she is presently trapped.

But suppose, instead, that a woman said to the employment counselor,

I have never worked, so there's really nothing I can do.

This remark is typical of women who have actually had active "careers" as homemakers. Women forget the many skills they developed managing a household and raising children. For example, keeping track of family expenses means planning and managing a budget. If she sews, she has an ability to follow complex written directions and has developed manual dexterity. Undoubtedly she has spent time helping her children with school assignments, so she can communicate effectively and can teach others. Her lack of paid work experience may actually allow her to choose freely among a variety of jobs, because she is not limited by past work experience. She can assess her skills, decide what she enjoys doing, and look for a position that will permit her to grow professionally.

"I've only done a little volunteer work, not enough to really prepare me for a job."

The person making this statement is a victim of unfair distinctions between "paid" and "unpaid" work. The truth of the matter is that volunteer work can give one the same job experience as a paid position. The woman who prepares a P.T.A. Newsletter each month has demonstrated writing and editing skills and shown that she can accept responsibility. Serving on a local Migrant Council board or as president of a chapter of the North American Indian Women's association develops leadership abilities. Organizing a Christmas fund drive for needy families through a church women's group demonstrates public relations skills, the ability to coordinate and supervise others' activities, and self-direction.

Many employers, both public and private, are becoming more willing to consider volunteer experience in the same light as paid jobs, providing such experience is related to the job. In most situations, however, the burden is on the applicant to show that volunteer experiences are relevant to the job in question. Women with a background in volunteer work can learn to view these experiences professionally and to document them as they would paid work. This means keeping track of dates and places that they provided volunteer services, asking for letters verifying their activity, and using superiors and co-workers as references.

"I was never really prepared to do anything. I have a high school education (or a liberal arts degree), but that is 10 or 20 years old. I never used it."

There are three assumptions being made here, none of which are necessarily true. First, the individual believes that jobs require specialized training. Actually, many work opportunities exist for people with general educations who are motivated to learn on the job. Some employers seek out individuals with broad educations, because they find them easier to train. Second, the statement implies that the only way to "use" an education is at a paid job. We all use our general education every day. Education affects the types of books and magazines we read, the hobbies we choose, and the abilities we use to act as good citizens. For example, a person who took a biology course in high school may now grow a summer vegetable garden. Someone who received a degree in history may read the new Book of the Month Club selection on Truman's presidency. Third, the statement above implies that education is meaningless if it occurred some time ago. But having completed an educational program at any time reflects something of a person's motivation, reliability, and desire to succeed.

> *I've only worked at clerical jobs when I've worked, and I hated them. But I suppose that's all I can do.*

This statement is a trap. A counselor may send the applicant on a round of clerical interviews since she said she can do clerical work as she denied that she wants to. Since the person is interested in changing careers, she should be referred to clerical openings only as a last resort. Meanwhile, the applicant needs to realize that she can do other jobs, and that her work experience as a clerk may help her change careers. But first she must assess her skills. Clerks often are responsible for a variety of tasks. Sometimes the duties they perform are not related to the job title. Clerks who work for large institutions not only perform general clerical duties but also provide information to and counsel clients. Such services may not be included on a clerk's official job description, but the services are nonetheless employment skills.

A person trying to change careers also has general work skills that can be used in a new kind of job. Perhaps someone who has worked as a clerk would now like to become a plumber. Although she has no mechanical work experience, her stint as a clerk indicates that she has worked with details, is accustomed to being careful and consistent in her work, and can follow directions. These less-tangible skills, if they are not overlooked, might help her qualify for an apprenticeship position or for on-the-job training.

"I've only" statements illustrate how unemployed persons burden themselves, sometimes needlessly. Until your clients learn to see themselves positively in terms of work skills they possess, they will not be able to decide on the job they want or present themselves effectively at an interview.

Adapted from *How Women Find Jobs: A Guide for Workshop Leaders*, by the New Mexico Commission on the Status of Women. Produced under a grant from the U.S. Department of Health, Education, and Welfare, Office of Education, Women's Educational Equity Act Program. Newton, Massachusetts: Education Development Center, 1979.

SKILL IDENTIFICATION ACTIVITIES The work sheets called "Skill Definition" in the appendix to this section are used with the skill identification activity for this section of the workshop. The work sheets include sections on translating pleasures, accomplishments, and daily tasks into skills, as well as a vocabulary list for job skills. To demonstrate the process, a facilitator should ask a group member to describe something s(he) enjoys doing.

A facilitator and other group members then begin a list of skills that the activity requires. Some of the activities mentioned will lend themselves to this exercise. Others will not. A straightforward example of an enjoyable activity is sewing. Skills involved may include manual dexterity, hand-eye coordination, patience, creativity, persistence, designing, and precision working. An enjoyable activity that is often mentioned is "walking along the beach." If questioned, people usually reveal that they go to the beach when they need to relax and unwind. The skills that are involved here are personal, self-management skills, such as self-motivation, imaginative problem-solving, and, perhaps, performing under stress.

Because the process is unfamiliar to most people, this activity is best done in small groups, each with a facilitator. After participants have made some progress on their own, the facilitator and group members jointly analyze the responses of each participant.

GROUPING SKILLS The next step in skill identification is to group the skills. The facilitator gives a presentation on how to group skills as follows:

Make a list of all the skills you have identified. Look at the list, and see if there is a trend or pattern. Are there any obvious ways to group your skills? Most skills can be grouped in categories. For example, the following skills are considered managerial skills:

- Innovation
- Policy formulation
- Decision-making
- Programming, planning, or organizing work
- Human organization
- Budgeting
- Motivating
- Controlling
- Persuasion
- Language and communication

Another category of skills is public relations skills. These skills include the ability to speak in front of groups of people (public speaking); to motivate, persuade, and negotiate; to write well; to design strategies for presenting a product, idea, or company.

Supervisory skills include communicating, planning, time management, decision-making, understanding others, accommodating multiple demands, and so on.

There are many possible groupings for skills, depending on the types of skills involved. You must look at the topics and free your imagination to think of appropriate categories.

EXPANDING SKILL IDENTIFICATION Still another way to help participants identify their skills is to play "The Party Game" and to distribute lists of skills that correspond to Holland's six personality categories. (The list can be distributed without playing "The Party Game" simply to expand the participants' skill vocabulary. Learning to describe skills in the appropriate jargon is one of the most significant aspects of marketing those skills.)

Materials needed: "The Party Game"; signs to designate areas of room where people in each category meet

After distributing "The Party Game," facilitators must cover the following points as an introduction to the activity:

Many theorists and counselors have devoted years to investigating why people choose some careers over others. They don't always agree. We're going to use a theory developed by John Holland to help you identify some of your skills. Usually, Holland's theory is used to help a person choose a career, but we can also use it to identify job skills.

According to Holland, people fit into one of six personality types: realistic, investigative, artistic, social, enterprising, and conventional. Each personality type likes to work in certain corresponding settings and to work with people who have similar interests and skills. The purpose of this activity is to help people discover and identify the skills associated with each personality or occupational type.

The Party Game To play the Party Game, participants first read the handout. Then they choose the category of people they would be most interested in meeting. Signs are posted, labeling different parts of the room as meeting places for each of the six categories. Participants first go to the category that appeals to them most and find out what interests and skills they share with the people there. Participants should be encouraged to identify skills they share with the others. After 10 minutes, participants can switch to their next favorite category and continue to identify skills.

Introduce Resume-Writing

An introduction to resume-writing should cover the following points:

REQUIRED INFORMATION

Identifying Information

- Full name, complete address, and area code and telephone number. Include both work and home numbers.
- If your present address is temporary, include a permanent address.

Educational Background

- List training and education
- Include relevant diplomas, degrees, certificates, credits earned toward degrees, major field of study, honors received, special lessons, conferences and conventions attended.
- Include on-the-job training or any training you received as a volunteer.
- If your grades were very high in school, mention this.
- List professional organizations to which you belong.
- Choose a format, such as listing the dates first, then the institution, then the training or education received. Use the format consistently throughout this section of the resume.
- If your educational background is an important qualification for the job, you may want to list courses taken and a description of related activities.

Work Experience

Chronological Format

- List the positions you have held starting with the most recent.
- Give dates of employment first. List the name of the employer, the position held, and job duties. Do not include salary or reason for leaving.

Functional Format

- List the skills you feel are most relevant to the position.
- List formal work, volunteer work, or homemaking experiences that substantiate each skill.

Note: A combination of formats can also be used.

Presenting Information

Use phrases rather than long sentences to list job duties or accomplishments. Start phrases with action verbs. Use numbers whenever possible. Example—Supervised 15 employees.

References

- Have the names, titles, addresses, and telephone numbers of three people who have agreed to write references for you.
- Do not use former employers or relatives. Use teachers, ministers, longstanding family friends, or community leaders.
- Choose people who can attest to your good character as well as your abilities.
- Be sure your references know the types of jobs for which you will apply.
- Send your references a resume.

Your Completed Resume Should Be:

- Oriented to the requirements of the job for which you are applying.
- Attractively arranged on the page.
- Brief and to the point.
- Free of spelling, grammatical, and typographical errors.

OPTIONAL INFORMATION

Career Objective

- This should not be so specific that it narrows your options too far. At the same time, it should not be so general that it amounts to a claim that you can do just about anything.
- Let your potential employer know what you think you can do well and where you see yourself going. (It is permissible to eliminate the second part and simply specify what you would like to do now.)
- Some people recommend putting the career objective at the end of the resume so that you can more easily revise it and print a new resume tailored to the specific position you are seeking.
- Career objective may also be called *job objective*, *employment objective*, or *professional objective*. Some people put *field of interest* and the name of the field they are interested in. Example—Field of Interest: Fashion Merchandising.

Personal Data

- Put this section after the sections on eduation and work experience. Do not put it at the beginning of the resume because the most important information should go first.
- In general, if information does not seem relevant, you should not include it, particularly if you have a lot of experience or education.
- Categories of personal data include activities, hobbies, willingness to relocate (if you are willing), etc.

Materials needed: "Checklist for Information to Include in a Resume," "A Sample Resume: Jane Alexander," pamphlets that list "positive action words" to be used in a resume (available from your local branch of the Florida State Employment Service)

DETAILED FORMAT—SESSION II

The registration procedure for Session II is the same as that used in Session I. A few minutes at the beginning of the session can be used to outline the evening's activities.

Activities

Activities that increase participants' understanding of how to write a functional resume include:

1. Constructing a resume on the chalkboard for a member of the group. If the facilitator is skilled at writing functional resumes, this should not be difficult. The facilitator must list tasks, label the skills involved, and group the skills into categories. The facilitator should stress that the categories chosen should relate to the participant's career objective.
   Materials needed: chalkboard
2. Giving small groups of participants fictional descriptions of an individual and his/her work history, and having them construct a resume for a specific position. Each group identifies possible skill categories the individual could use in a resume. Results can be put on chart paper for the other groups to share.
   Materials needed: "Writing a Functional Resume: Eleanor Brown," scratch paper, chart paper, markers
3. Describing potential application situations, and asking participants how they would use a resume in each situation. Both facilitators and participants may describe potential situations. Many participants will have applied for positions and will wonder if they have been using their resumes effectively. Usually, some participants have interviewed and hired other people, and can offer their reactions to strategies used by the applicants.

   Workshop participants are often surprised by the assertive ways we recommend using resumes. For example: An advertisement appears in the classified section of the newspaper. The ad, requesting a resume, includes the name of the employer and the employer's company. Possible strategy: Research the position. Write a resume focused for that position. Get dressed as if for an interview, and personally deliver the resume to the individual listed in the ad. You are now more than just a name on one of many resumes. Do not be pushy about being interviewed, but do be prepared.

Cover Letters

During these workshops, there is rarely time to do more than explain the importance of a cover letter and distribute a blank cover letter form to be used as a model (see appendix for form). Participants should be told of helpful materials in the local library or career resource center, or referred to counselors for further assistance.

Interviewing

Materials on interviewing should be divided into three general categories: preparation, the interview, and follow-up.

INTERVIEW PREPARATION: INFORMAL LECTURE MATERIALS

Research and preparation for an interview are very important. Here are some of the things that can be done.

1. Ask questions before the interview to find out what will be expected of you. Will the interview be conducted by a team? Will you be expected to demonstrate any skills? What papers or documents do you need to bring? Would the interviewer like to see examples of your work?
2. If possible, visit the work place before the interview. This will give you a feel for the right clothes to wear. You will also be sure that you know where to go.
3. Find out as much as you can about the company or agency before the interview. Do not hesitate to call people you know who work there so that you will be as informed as possible. The local Chamber of Commerce or library may be helpful, too. If the company makes a product, learn about it. If they sell a service, learn about that.
4. Sometimes, it helps to think of each interview as a learning experience and to approach it with a positive attitude: Do the best you can do and learn from your successes and failures. Remember, too, that you will have some questions to ask the interviewer and that you do have some control over the content of the interview. Do not allow yourself to go to an interview feeling helpless.

   You can bring up issues that relate to your ability, your relevant past experience, and your enthusiasm for the job. Ask for support and feedback from family and friends. If you feel that anxiety is a problem for you, you may want to investigate some relaxation techniques.
5. Arrive early and check your appearance one last time. After introducing yourself, you might chat with secretaries or receptionists to help get over your nervousness. This also will help create a favorable impression.

INTERVIEW PREPARATION ACTIVITY: FREQUENTLY ASKED QUESTIONS The goals of this activity are to give participants the opportunity to formulate answers to some frequently asked interview questions and to encourage them to spend time preparing for a variety of questions. Materials needed include one envelope containing difficult questions written on slips of paper for each group of four participants and a list of frequently asked questions to distribute at the end of the activity.

After the participants have formed groups of three or four and a facilitator has joined each group, each participant pulls a question from the envelope. After everyone has thought about an answer for a few minutes, the facilitator reads each person's questions to him/her, as if the facilitator were an interviewer. (The facilitator should take a question, too, in order to demonstrate a good response.) Participants answer as if they were applying for a particular job, and they should tell the group what the position is.

Facilitators should help participants create answers that are positive and specific, and that reflect preparation. Participants who wish to develop this skill further can be provided with a list of books available locally.

Materials needed: "Frequently Asked Interview Questions," one envelope containing sample questions for each group

INTERVIEW ACTIVITY: NONVERBAL COMMUNICATION The goal of this activity is to sensitize participants to the importance of nonverbal communication during an interview. No materials are needed. The participants are asked to form dyads and to name one member of each dyad "A" and the other "B." The group as a whole can be assigned a topic to discuss, or a particular dyad can choose another topic to discuss. Dyad members are then assigned roles to play, such as:

1. "B" refuses to maintain eye contact with "A."
2. "A" stares without breaking eye contact.
3. "B" exhibits exaggerated nervous mannerisms.
4. "A" sits bolt upright and smiles constantly.
5. "A" and "B" both sit comfortably.

Additional roles can be developed depending upon how much time is available. It is important to encourage participants to share their reactions and observations. If they feel nervous about interacting with someone they do not know well, they can observe some of their own nervous reactions—looking at the ceiling, playing with their jewelry, or smiling inappropriately. Part of their interview preparation should include identifying nervous mannerisms and compensating for them.

Facilitators can help participants list and plan for other nonverbal aspects of the interview as well, such as clothing, the introductory handshake, and so on.

INTERVIEW FOLLOW-UP: INFORMAL LECTURE MATERIAL Before you leave an interview establish how your next communication will be made. Do not leave it up in the air. Try to establish a time frame as to when they will make a decision. Ask if they will call you or if you should call them. If they say they will call you but they don't give a date, ask when you may expect the call.

Keep a written record of every interview so that you will not forget an important person's name and so that you will know when to follow-up. (A form for maintaining a record of contacts is provided at the end of this section.)

Your follow-up plans may look like this:

1. Immediately after the interview, send a note to the interviewer thanking him/her and reiterating your interest in the position. If you forgot to mention something during the interview such as a particular skill of yours, or if you have thought of a new way in which you could be helpful to the company, you may include the information in the note. This immediate follow-up may also be done over the telephone.
2. One or two days after the date a decision was to be made, you may call to find out what has happened. Simply ask if a hiring decision has been made. If you were not selected it is permissible to ask for the reasons you were not chosen, stressing that the information would be helpful to you in future interviews. You should also ask to be considered for any other openings that arise in the company and for which you are qualified. Be sure to repeat your enthusiasm for being part of their organization in the future and to thank the interviewer again.
3. One month after the interview, if you are still seeking work, you should consider writing, calling, or dropping by to see if there are any openings or anticipated openings.

Part of your personal follow-up procedure could include evaluating how well you did as specifically as possible. What did you like about the way you handled the interview? Which questions gave you trouble? What information did you lack? After you have decided what you would like to change for the next interview, do not dwell on your mistakes. Interviewing well is a skill that takes time and practice to learn. Be patient with yourself.

Wrap-Up Activity

The participants reassemble in the large group. Each participant is given the opportunity to tell which employment skills they would like to continue to develop. Facilitators should be sure that each participant is aware of at least one method or resource for developing that skill. "Know yourself and believe in yourself" can be used as the closing theme.

Evaluation

Before the close of the session, facilitators should ask participants to fill out an evaluation. Examples are provided in the program evaluation section.

SUMMARY OF MATERIALS AND RESOURCES NEEDED

Handouts

"Job Facts: True or False?", "Skill Identification," "The Party Game," "Dissimilar Jobs: Similar Skills," "Checklist for Information to Include in a Resume," "A Sample Resume: Jane Alexander," "Cover Letter Form," "Frequently Asked Interview Questions," "Before and After the Successful Interview," "Tips for Successful Interviewing."

Optional

"Preparing for Job Interviews" by the Florida State Employment Service, "Record of Contacts"

Charts

Workshop Objectives (Facilitators')

Other

Envelopes containing examples of frequently asked interview questions (numbers of envelopes and of questions depend upon group size), chart paper or chalkboard for listing participants' expectations, projector and screen, if appropriate interviewing film is available, "Job Facts: The Truth" for each facilitator

Registration Materials

Name tags, registration forms, pencils, markers, program brochures

APPLYING FOR A JOB:
SESSIONS I AND II
13

APPENDIX TO SECTION 13

Publicity Flyer
Job Facts: True or False?
Job Facts: The Truth
Dissimilar Jobs: Similar Skills
Skill Definition: Something You Really Enjoy Doing
Skill Definition: An Accomplishment
Skill Definition: A Daily Task
The Party Game
Information Included in a Resume: A Checklist
Writing a Functional Resume: Eleanor Brown
Before and After the Successful Interview
Frequently Asked Interview Questions
Cover Letter Model
Interview Tips
Job Interview Checklist
Transferable Skills

INCREASE YOUR CHANCES OF GETTING A GOOD JOB!

Announcing a free workshop.

Come and learn how to:

Find Job Leads
Contact Employers
Write Resumes and Cover Letters
Fill Out a Job Application
Interview Successfully
Follow-Up after the Interview

Where: Godby High School Media Center

When: Tuesday, July 24 and Wednesday, July 25
7-9 p.m. Plan to come both evenings.

Who can come: **Anyone over 16 who is:**
Unemployed and looking for work *or*
Employed but interested in changing jobs *or*
Returning to work after many years at home *or*
Anyone who is interested!

If you are unable to attend the workshop, individual appointments to cover all the same topics are available every week at four different locations. Please call for more information.

Workshop size is limited. Please call to register.

Career Guidance and Skills 575-6868

Job Facts: True or False?

This questionnaire is a survey of your opinions about how people get jobs. It is not a test; it is designed to help you arrive at better strategies for finding a job.

True or False

1. __ Eighty percent of all job openings are not advertised.
2. __ Word-of-mouth is an effective way to get a job.
3. __ Most professionals are placed by private employment agencies.
4. __ If an employer turns you down for a position and you are persistent about wanting to work for them, the employer will become annoyed.
5. __ Checking the want ads every day is about the best way there is to get a job in any community.
6. __ Sometimes companies place ads in the newspaper even if they are not hiring at the time.
7. __ One out of every 145 resumes prepared by job applicants results in a job interview.
8. __ Most people get jobs by contacting an employer in person.

Job Facts: The Truth

1. **T** Supporting data can be found in several sources, including Eli Djeddah's *Moving Up* (Ten Speed Press).
2. **T** The source for this fact was *Emphasis: Change 1* (Olympus Publishing Company).
3. **F** One-fifth of all job seekers use private employment agencies. Of these, only one-fourth are actually placed. The source of these statistics: *What Color is Your Parachute?*, by Richard Nelson Bolles (Ten Speed Press).
4. **F** No data, but instances can be cited where it has paid off. Persistence shows interest and may provide information about future jobs.
5. **F** Only 15 percent of jobs are obtained through classified ads. Twenty-four percent of people who use ads get jobs through them. Source: *What Color is Your Parachute?*, by Richard Nelson Bolles (Ten Speed Press).
6. **T** *How To Beat the Employment Game*, by David Noer, lists some of the functions of blind ads, among them surveying salaries, communicating, and luring internal transfers.
7. **F** The actual figure is 1 in 1,145—according to Richard Nelson Bolles' *Tea Leaves: A New Look at Resumes* (Ten Speed Press).
8. **T** There are several sources that support this statement. According to *What Color is Your Parachute?*, by Richard Nelson Bolles (Ten Speed Press), this method has a 50-percent effectiveness rate.

Dissimilar Jobs: Similar Skills

Dissimilar Jobs	**Skills Used in Both Jobs**
Grill Cook and Guidance Counselor	working with people planning work
Repair Parts Clerk and Personnel Supervisor	speaking with people solving problems setting priorities making decisions
Musician and Training Director	organizing time communicating (writing, speaking)
Construction Equipment Operator and Business Executive	relating to people getting along with people
Educator and Ranch Operator	organizing and planning time supervising assuming responsibility computing budgeting relating to people transferring skills
Coal Miner and College Professor	being diligent using common sense
Entomologist and Organizer of Migrant Workers	examining problems systematically understanding people conceptualizing the environment
Salesperson and College Professor	communicating analyzing synthesizing generalizing perceiving individual differences contemplating
Narcotics Agent and Teacher	communicating writing analyzing people and situations

Adapted from *Transferrable Skills: The Employer's Viewpoint*, by Allen A. Wiant. Produced by the National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, 1977.

Skill Definition: Something You Really Enjoy Doing

An Activity You Enjoy	Skill
1. I like to work with people.	I can work in groups, organize activities of other people, take directions, counsel an individual, or care for a sick person.
2. I like to work with my hands.	I can operate machinery, repair equipment, cut patterns, or build projects to design specifications.
3. I enjoy getting out of the house.	I can leave my personal problems at home. I am not afraid to meet new people. I am comfortable in different situations.

YOUR SKILL DEFINITION

An Activity You Enjoy	Skill
1. ______________________	______________, ______________,
	______________, ______________.

Adapted from *How Women Find Jobs: A Guide for Workshop Leaders*, by the New Mexico Commission on the Status of Women. Produced under a grant from the U.S. Department of Health, Education, and Welfare, Office of Education, Women's Educational Equity Act Program. Newton, Massachusetts: Education Development Center, 1979.

Skill Definition: An Accomplishment

Accomplishment	Skill
1. Elected president of P.T.O.	Motivating, persuading, speaking to groups, coordinating activities of other people, making decisions
2. Designed new curriculum for math program that resulted in improved performance of students	Planning, organizing, analyzing, evaluating, communicating in writing, researching, promoting change
3. Fed family of four well on a very limited budget	Budgeting, comparing, planning, analyzing, creating, taking inventory
4. Chinned myself for the first time at age 30	Persistence, willingness to learn new things, adventurousness

YOUR SKILL DEFINITION

Accomplishment	Skill
1. ______________________	______________, ______________, ______________, ______________.

Adapted from *How Women Find Jobs: A Guide for Workshop Leaders*, by the New Mexico Commission on the Status of Women. Produced under a grant from the U.S. Department of Health, Education, and Welfare, Office of Education, Women's Educational Equity Act Program. Newton, Massachusetts: Education Development Center, 1979.

Skill Definition: A Daily Task

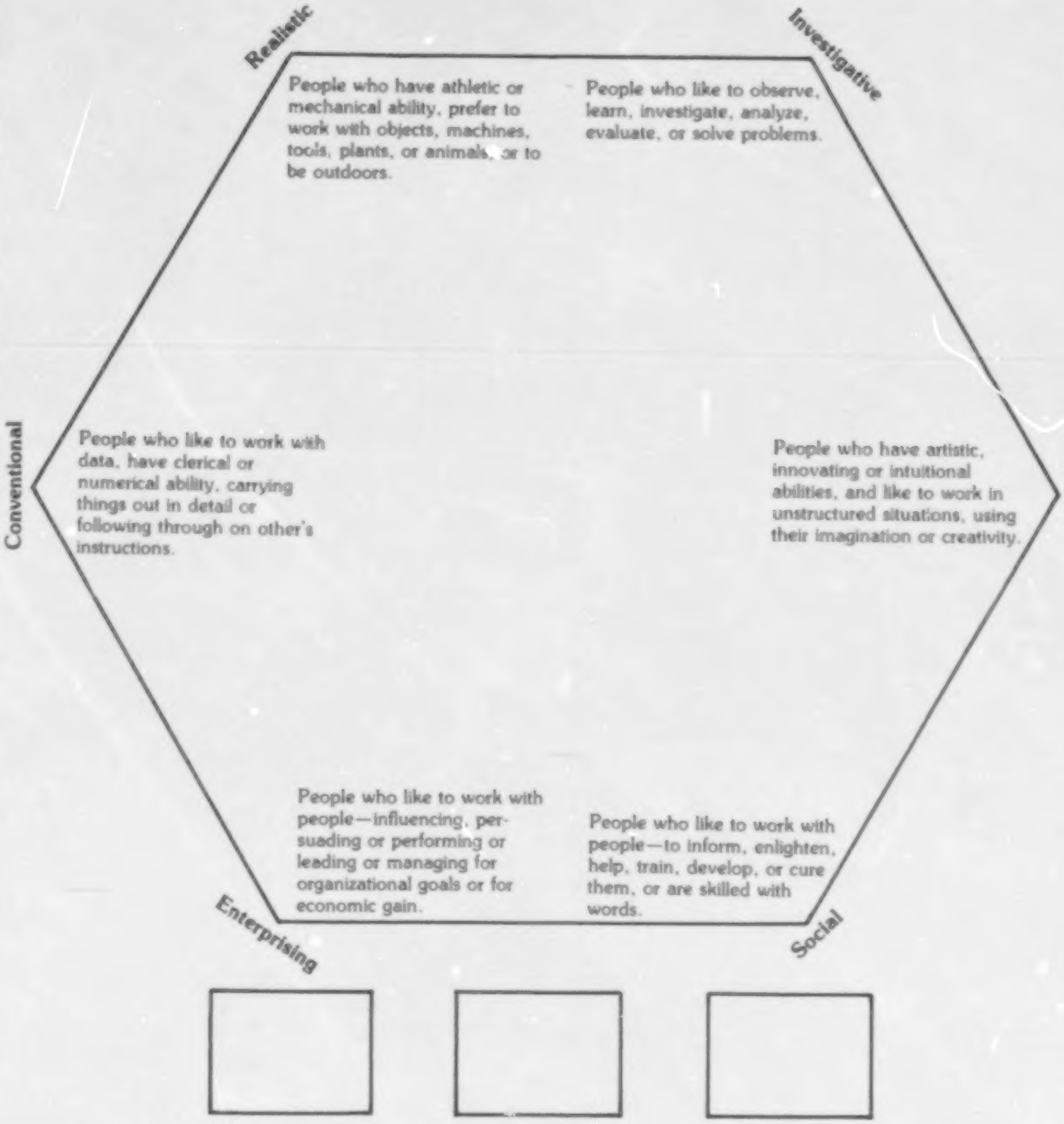
Task	Skill
1. Planning and preparing meals	Coordinating, analyzing, computing, serving
2. Installing telephones	Manipulating, assembling, exchanging information

YOUR SKILL DEFINITION

Task	Skill
1. ______________________	______________, ______________, ______________, ______________.

Adapted from *How Women Find Jobs: A Guide for Workshop Leaders*, by the New Mexico Commission on the Status of Women. Produced under a grant from the U.S. Department of Health, Education, and Welfare, Office of Education, Women's Educational Equity Act Program. Newton, Massachusetts: Education Development Center, 1979.

The Party Game



People who have athletic or mechanical ability, prefer to work with objects, machines, tools, plants, or animals, or to be outdoors.

People who like to observe, learn, investigate, analyze, evaluate, or solve problems.

People who like to work with data, have clerical or numerical ability, carrying things out in detail or following through on other's instructions.

People who have artistic, innovating or intuitional abilities, and like to work in unstructured situations, using their imagination or creativity.

People who like to work with people—influencing, persuading or performing or leading or managing for organizational goals or for economic gain.

People who like to work with people—to inform, enlighten, help, train, develop, or cure them, or are skilled with words.

Adapted from *What Color is Your Parachute* by Richard Nelson Boues. ©1978 by Richard Nelson Bolles. Used with permission of Ten Speed Press.

Information Included in a Resume: A Checklist

REQUIRED INFORMATION

Identifying Information

- Full name, complete address, and area code and telephone number. Include both work and home numbers.
- If your present address is temporary, include a permanent address.

Educational Background

- List training and education.
- Include relevant diplomas, degrees, certificates, credits earned toward degrees, major field of study, honors received, special lessons, conferences and conventions attended.
- Include on-the-job training or any training you received as a volunteer.
- If your grades were very high in school, mention this.
- List professional organizations to which you belong.
- Choose a format, such as listing the dates first, then the institution, then the training or education received. Use the format consistently throughout this section of the resume.
- If your educational background is an important qualification for the job, you may want to list courses taken and a description of related activities.

Work Experience

Chronological Format

- List the positions you have held starting with the most recent.
- Give dates of employment first. List the name of the employer, the position held, and job duties. Do not include salary or reason for leaving.

Functional Format

- List the skills you feel are most relevant to the position.
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Note: A combination of formats can also be used.

Presenting Information

Use phrases rather than long sentences to list job duties or accomplishments. Start phrases with action verbs. Use numbers whenever possible. Example—Supervised 15 employees.

References

- Have the names, titles, addresses, and telephone numbers of three people who have agreed to write references for you.
- Do not use former employers or relatives. Use teachers, ministers, longstanding family friends, or community leaders.
- Choose people who can attest to your good character as well as your abilities.
- Be sure your references know the types of jobs for which you will apply.
- Send your references a resume.

Your Completed Resume Should Be:

- Oriented to the requirements of the job for which you are applying.
- Attractively arranged on the page.
- Brief and to the point.
- Free of spelling, grammatical, and typographical errors.

OPTIONAL INFORMATION

Career Objective

- This should not be so specific that it narrows your options too far. At the same time, it should not be so general that it amounts to a claim that you can do just about anything.
- Let your potential employer know what you think you can do well and where you see yourself going. (It is permissible to eliminate the second part and simply specify what you would like to do now.)
- Some people recommend putting the career objective at the end of the resume so that you can more easily revise it and print a new resume tailored to the specific position you are seeking.
- Career objective may also be called *job objective*, *employment objective*, or *professional objective*. Some people put *field of interest* and the name of the field they are interested in. Example—Field of Interest: Fashion Merchandising.

Personal Data

- Put this section after the sections on education and work experience. Do not put it at the beginning of the resume because the most important information should go first.
- In general, if information does not seem relevant, you should not include it, particularly if you have a lot of experience or education.
- Categories of personal data include activities, hobbies, willingness to relocate (if you are willing), etc.

Writing a Functional Resume: Eleanor Brown

Eleanor Brown is 45, married, and for the last 20 years has been at home raising three children. She received a B.A. degree in education from Florida University in 1956. After graduating from college, Eleanor taught seventh grade at Graham Junior High in London, Florida, from 1956 to 1958. She has found time to take some adult education classes, including typing, upholstering, and cake-decorating.

Eleanor served as room-mother and member of the P.T.A. for three years, during which time she handled the publicity for a school carnival, recruited volunteers, coordinated parents, and chaperoned field trips. She is active in her church, where she regularly teaches Vacation Bible School. One year, Eleanor served as publicity chairperson for this cause. Eleanor has been a volunteer at the local hospital for five years. Last year, she wrote a manual for orienting volunteers. Recently, she has been training new volunteers.

Eleanor is now applying for a job in training at Southern Telephone Company. The position requires the following skills: human relations, communications, knowledge of training and development, and management skills.

Before and After the Successful Interview

PREPARATION Preparation for an interview is very important. Here are ways that you can prepare, so that you do as well as possible at the interview.

1. Ask questions before the interview to find out what will be expected of you. Will the interview be conducted by a team? Will you be expected to demonstrate any skills? Would the interviewer like to see examples of your work?
2. If possible, visit the workplace before the interview. This will give you a feel for the right clothes to wear. You will also be sure that you know where to go. Find out as much as you can about the company or agency before the interview. Call people you know who work there, so that you will be as informed as possible. Your local Chamber of Commerce or library may be helpful. If the company makes a product, learn about it. If they sell a service, learn about it.
3. Sometimes it helps to think of each interview as a learning experience and to approach it with a positive attitude. Do the best you can do and learn from your successes and your failures. Remember, too, that you can ask the interviewer questions, and that you do have some control over the content of the interview. Do not allow yourself to go into an interview feeling helpless. You can bring up issues that relate to your ability, your relevant past experience, and your enthusiasm for the job. Ask for support and feedback from family and friends. If you feel overly anxious about the interview, you may want to investigate relaxation techniques.
4. Arrive early and check your appearance one last time. After introducing yourself, you might chat with secretaries or receptionists to get over your nervousness. This may also help to create a favorable impression.

FOLLOW-UP

1. Before you leave an interview, establish how your next communication will be made. Do not leave this open. Ask if they will call you or if you should call them. Be sure to set time limits. If they say they will call you, but do not give a date, ask when you may expect the call.
2. Immediately after the interview, send a note to the interviewer thanking him/her for the interview and reiterating your interest in the position. If you forgot to mention something during the interview, such as a particular skill, or if you have thought of another way you could be helpful to the company, you may include the information in the note. This immediate follow-up may also be done by phone.
3. One or two days after the date a decision was to be made, you may call to find out what has happened. Simply ask if a hiring decision has been made. If you were not selected, it is permissible to ask for the reasons you were not chosen, stressing that the information would be helpful to you in future interviews. You should also ask to be considered for any other openings for which you qualify. Be sure to repeat your desire to be a part of the organization and to thank the interviewer again.
4. One month after the interview, if you are still seeking work, you should consider writing, calling, or dropping by to see if there are any openings.
5. Keep a written record of every interview so that you will remember names and follow-up procedures. (A form for maintaining a record of contacts is provided at the end of this section.)
6. Part of your personal follow-up procedure could include evaluating how well you did, as specifically as possible. What did you like about the way you handled the interview? What information did you lack? After you have decided what you would like to change for the next interview, do not dwell on your mistakes. Interviewing well is a skill that takes time and practice to learn. Be patient with yourself.

Frequently Asked Interview Questions

Questions	**Answers**	
	Good Answers	**Bad Answers**
What job do you want to apply for?	I'd like to apply for the shipping clerk position.	Well, I don't know. I guess I'll take anything you have open.
Why did you leave your last job?	I felt I would be better suited to working in a smaller company.	I had a terrible boss. She couldn't get along with anybody, especially me, so I decided to quit.
How do you feel about your last job?	The working conditions were fair, but I prefer a different kind of job.	It was awful. The pay was terrible and the hours were too long. Besides, a lot of people there were hard to get along with. They were always asking me to do more than my share.
Are you looking for full- or part-time work?	I prefer a full-time position. However, I am willing to accept a part-time position to begin with.	I'm interested only in a full-time job.
What kinds of tools are you able to use?	I've had experience with basic carpentry tools. Also, I've had limited experience operating a crane.	Oh, I guess I can handle just about any tool or piece of equipment there is!
Have you had any courses or training to prepare you for this job?	Yes. Here is a list of the courses I've taken. I'd be glad to explain what each one was about.	I had some night courses. I can't remember the names or exactly what they were about.
Do you have any work experience?	Here is a copy of my resume. As you can see, I've had experience with shipping and receiving goods in a large department store.	I've done just about every kind of work you can mention. I was a top-notch shipping and receiving clerk on my last job.
What hours will you be available for work?	I can adjust to the needs of the company, although I prefer to work in the daytime.	I don't like to work at night or on the weekends or early in the morning.
Why did you choose this company to apply for a job?	I'm interested in the work you do here, and the working conditions seem pleasant.	It looks like a nice place to work, and I hear it is easy to work here.
I see that you dropped out of school. Why did you do that?	My family needed the money, and so I had to go to work full-time to help out.	Well, we needed the money really bad. I hated school anyway.
Are you satisfied with the salary for this job?	I think the salary will be enough to support me. I'd like to find out about company benefits and possibilities for advancement.	Well, it isn't much. How about benefits. Do the employees get a lot of sick leave and holidays?
Have you ever had a serious illness or injury?	I've never had any illness or injury that would affect my job.	I've never been sick a day in my life.
How many days did you miss on your last job?	I missed several because of illness and two days because of a death in the family.	I missed a lot. I was sick a lot because I disliked my job.

From *Applying for a Job.* © 1978 by State of Florida, Department of State. Used with permission of State of Florida, Department of State.

Cover Letter Model

Your Address: ______________________________

____

Date: ______________________________

______________________ Person

______________________ Title

______________________ Address

______________________ Salutation

1st paragraph: Refer to the position you are applying for and mention how you heard about the opening.

____

____

____

2nd paragraph: Highlight your skills or accomplishments that relate to the position you are interested in.

____

____

____

____

____

3rd paragraph: Indicate how you will contact employer.

____

____

____

______________________ Closing

______________________ Signature

Interview Tips

BEFORE THE INTERVIEW

- Research the company or agency.
- If possible, learn about the interviewer.
- Know your career goals.
- Know your limitations, including salary requirements, etc.
- Know when you can begin work.
- Review your resume.
- Have the names, addresses, and telephone numbers of your references.
- Find out how the interview will be conducted.
- Stop preparing the day before the interview, and get a good night's sleep.

AT THE INTERVIEW

- Dress appropriately.
- Bring pen and paper with you.
- Relax physically, in order to relax mentally.
- Arrive early.
- Remember, you are trying to sell yourself.
- Be aware of body language—yours and the interviewer's.
- The interviewer controls the flow, but you control the content of the interview.
- Think about the interviewer, not yourself.
- Listen carefully.
- Be honest.
- Show your interest and enthusiasm.

AFTER THE INTERVIEW

- Do not ask the interviewer how you did in the interview.
- Send a follow-up letter to the interviewer.

Job Interview Checklist

Critical Interview Behaviors

I. *Ability to Describe Skills* (Uses at least three statements to support job choice. Describes work skills, naming machine or using appropriate terminology. Supplies information about skills early in interview. Responds to vague or hostile questions by quickly citing skills and abilities.)	1. Failed to mention any job skills. 2. Used one or two supportive statements, but failed to use correct terms, or had to be prompted. 3. Used three or more skill statements, with help from interviewer. 4. Used three or more skill statements, early in the interview, in answer to vague questions.
II. *Ability to Answer Difficult Questions* (Ability to turn question regarding weakness into strength.)	1. Could not handle difficult questions at all. 2. Gave some answers, but wasn't too convincing. 3. Answered difficult questions completely. 4. Answered difficult questions and added a positive statement about being able to do the job despite the problem.
III. *Appropriate Appearance and Mannerisms* (Is neat and clean, wearing clothes similar to those worn by people who do similar work. Maintains good eye contact and refrains from exhibiting distracting nervous mannerisms. Has positive attitude and is self-confident.)	1. Over or underdressed, poor grooming, pompous or pushy, chewed gum, smoked, etc., no self-confidence. 2. Better, but was not at ease, or had some distracting mannerisms. 3. Overall impression was favorable, appearance and behavior during interview okay. 4. Outstanding in poise, confidence, and appearance.
IV. *Enthusiasm for Work* (States sometime during interview or indicates desire to work by asking appropriate questions.)	1. Sounded unwilling to go to work. 2. Indifferent about going to work—would take a job but sets up certain conditions. 3. Willing to work, but not clearly enthusiastic. 4. Enthusiastic about getting the job, asks questions about the company and the job, states how anxious she is to start.
V. *Opening & Closing* (Walks in and out of interview situation briskly, has firm handshake, asks specific questions, and uses a "call-back" closing.)	1. Drifts in, wanders out. 2. Gets in okay, doesn't use any particular closing. 3. Enters briskly, offers hand, leaves it up to the interviewer to notify about decision. 4. Enters briskly, asks specific questions about the job, and uses, in a natural way, the call-back closing.
VI. *Knowledge of Company and/or Position* (Has general information about company, knows what position applying for and the duties and background required; reflects this knowledge during interview.)	1. Doesn't know anything about job or company, only cares about getting hired for any job. 2. Knows nothing regarding company, a little about position. 3. Somewhat familiar with company. Knows basic duties of position, asks a few questions regarding company/position. 4. Knows about company, brings information up in interview, familiar with job and duties, asks relevant questions that reflect understanding of company needs.

Adapted from *How Women Find Jobs: A Guide for Workshop Leaders*, by the New Mexico Commission on the Status of Women. Produced under a grant from the U.S. Department of Health, Education, and Welfare, Office of Education, Women's Educational Equity Act Program. Newton, Massachusetts: Education Development Center, 1979.

Transferable Skills

Intellectual/Aptitudinal

____ Researching
____ Organizing
____ Analyzing
____ Developing/planning
____ Innovating
____ Computing
____ Comparing
____ Financial skills (numerical)
____ Decision-making (priority-setting)
____ Learning skills (reading, observing, inquiring)
____ Budgeting
____ Scheduling/time control (human organization)
____ Policy formation
____ Problem identification/solving
____ Writing
____ Acting
____ Drafting
____ Designing
____ Composing
____ Spatial relations
____ Driving
____ Repairing
____ Building
____ Designing
____ Inventing
____ Precision working
____ Operating
____ Manual dexterity
____ Physical coordination
____ Evaluating
____ Accommodating multiple demands
____ Foresight
____ Trouble-shooting
____ Implementing

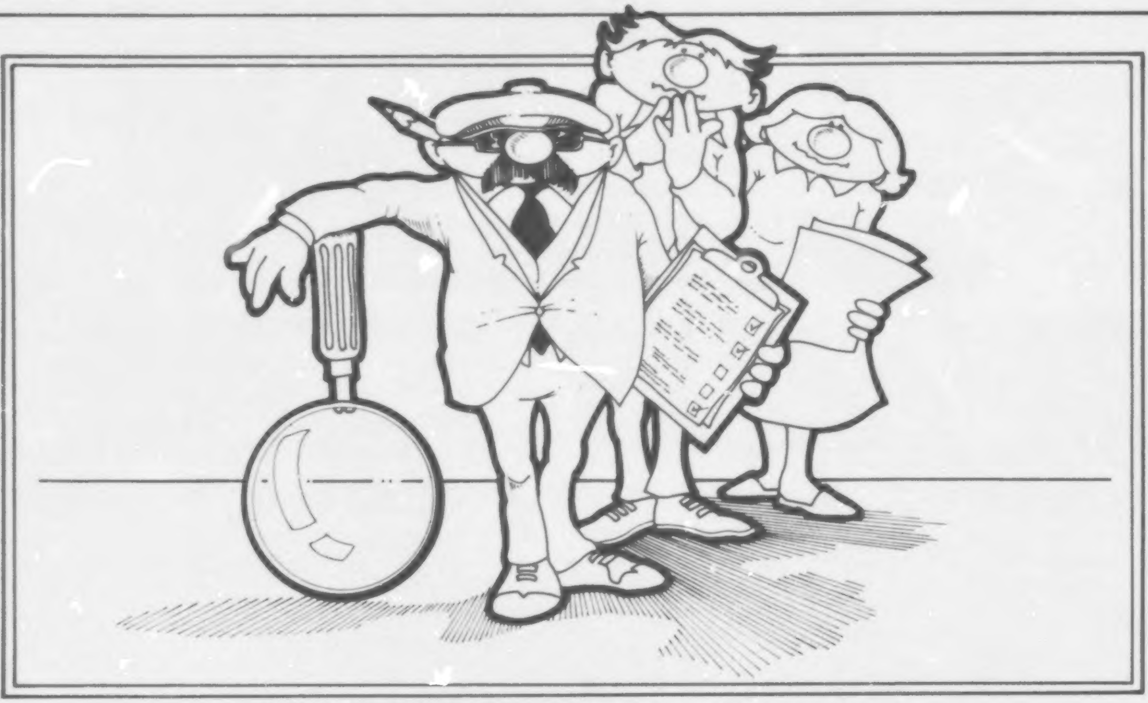
Attitudinal/Personal/Self-Management

____ Leadership
____ Persistence
____ Orderliness
____ Energetic
____ Good memory
____ Self-motivation
____ Responsible/dependable/reliable
____ Relating to and getting along with people
____ Neat
____ Punctual
____ Conscientious
____ Efficient
____ Imaginative
____ Industrious
____ Loyal
____ Open-minded
____ Patient
____ Decisive
____ Credibility
____ Enthusiastic
____ Managing one's own time
____ Cooperative
____ Diplomatic
____ Flexible
____ Honest
____ Performing well under stress

Interpersonal

____ Public speaking
____ Presentations
____ Teaching
____ Supervising
____ Motivating
____ Communicating
____ Negotiating
____ Persuading
____ Controlling
____ Understanding others
____ Counseling
____ Interviewing

Adapted from *How Women Find Jobs: A Guide for Workshop Leaders*, by the New Mexico Commission on the Status of Women. Produced under a grant from the U.S. Department of Health, Education, and Welfare, Office of Education, Women's Educational Equity Act Program. Newton, Massachusetts: Education Development Center, 1979.



PROGRAM EVALUATION

14

The material in this section includes forms for collecting program data and feedback from clients. Instituting mechanisms to record and gather such information will allow program staff to conduct ongoing program evaluation. The forms, included after the descriptive material, are samples and must be adapted to conform to the goals and target population of the particular program.

1. Intake form

This simple intake form was designed to help the counselor identify each client. It provides generous space for the counselor's notes, including jointly determined plans for counseling.

2. Data for Program Statistics

This short form can be used to help compile a profile of the clients served. Because some of the information is of a personal nature, the form does not include space for any non-relevant information. The question "How did you hear about our program?" is designed to help in the evaluation of publicity strategies. We recommend keeping a number of these forms in a large envelope. If clients are willing to contribute the information, they can fill out a slip and drop it into the envelope, thereby ensuring their privacy.

3. Summary of Program Statistics

At the end of the reporting period, data from the short forms can be compiled on these summary sheets.

4. Summary of Services

One of these forms is filled out by the counselor after each client visit. At the end of a reporting period, the material can be compiled on another copy of the same form, using checks or slashes to record the frequency of various services requested and/or provided.

5. Workshop Summary Forms

The sample provided here can be used as a planning tool and as an ongoing record.

6. Workshop Registration Forms

Once again, the question "How did you hear about our program?" provides data for evaluating publicity. The form "Data for Program Statistics" can also be distributed to willing participants.

7. Workshop Evaluation Forms
8. Record of Incoming Calls, Record of Contacts

These forms facilitate follow-up as well as add to the pool of information about client needs.

9. Follow-Up Questionnaire and Cover Letter

Mail these, or similar, forms after a pre-determined interval following an individual's last counseling session.

INTAKE FORM

Date ____________ Location ____________ Counselor ____________

Applicant's Name ________________________________

Address ________________________________

____

Telephone ________________________________

Employment Status:

Full-Time ______ Part-Time ______ Unemployed ______ Homemaker ______

Student ______ Other ______

Educational Background ________________________________

Last Grade Completed ________________________________

Special Training ________________________________

Skills ________________________________

Summary of Work Experience

Career Plans or Goals

DATA FOR PROGRAM STATISTICS

Age ______

Sex ____

Race ______

Marital Status

Single ____ Married ____ Separated ____

Divorced ____ Widowed ____

Family Income

under $2,500 ____ $2,500 to $5,000 ____

$5,000 to $7,500 ____ over $7,500 ____

Last Grade Completed ____________________

Employment Status

Full-time ____ Part-Time ____

Unemployed ____ Homemaker ____

Student ____ Other ____

How did you hear about the program?

SUMMARY OF PROGRAM STATISTICS

Dates: from ____ to ____ Counselors: ____

Client's Age

16-20 ____ 31-35 ____ 46-50 ____
21-25 ____ 36-40 ____ 51-55 ____
26-30 ____ 41-45 ____

Client's Race

Black ____________ Spanish ____________
Caucasian ____________ Other ____________

Client's Sex

Male ______ Female ______

Marital Status

Single ____ Married ____ Separated ____
Divorced ____ Widowed ____

Family Income

Under $2,500 ____ $2,500 to $5,000 ____
$5,000 to $7,500 ____ over $7,500 ____

Employment Status

Full-Time ____ Part-Time ____
Unemployed ____ Homemaker ____
Student ____ Other ____

Educational Background

High School Dropout ____________
High School Graduate ____________
High School Student ____________
Some College ____________
College Degree ____________
Graduate Degree ____________
Postsecondary Training ____________
Vocational ____________
Other ____________

How did you hear about this program?

Newspaper Article ____ Church/Club ____
School ____ Newspaper Want Ads ____
Agency ____ Flyer/Poster ____
TV Show ____ Radio Station ____
Friend ____

Total Number of New Clients Seen ________
Total Number of Counseling Sessions ________
(including ongoing clients)

SUMMARY OF SERVICES

Complete one form per client per visit.

Date: ________________________________

1. Need or interest expressed by client; the reason client came in or called:
   a. Information: Occupational ______
   Training/Education Information ______
   Other ______
   b. Testing: Interest Inventory ______
   Aptitude ______
   c. Counseling: Career ______ Other Personal Concerns ______
   d. Job Placement ______
   e. Assistance with Job-Hunting Techniques:
   Resume ______ Interviewing ______
   Job Leads ______ Other ______
   f. Vocational Skills Training ______
   g. Other (specify) ______
2. Actions taken to meet client's needs:
   a. Provide Information: Occupational ______
   Training ______ Education ______
   b. Testing ______
   c. Counseling ______
   d. Referrals to Job Sources ______
   e. Assistance with Job-Hunting Techniques ______
   f. Other (specify) ______
   g. Referral to:
   Educational Institution (specify) ______
   Adult Education Courses ______
   Agency (specify) ______
   Individual (specify) ______
   CHOICES ______
   Printed Materials (specify) ______
   Program Handouts (specify) ______
   Program Workshops ______

WORKSHOP SUMMARY

Title:

Type of Group:

Date:

Time:

Location:

Facilitator(s):

Total Number of Participants ______
Male ______ Black ______
Female ______ White ______

Objectives and Strategies

Materials/Resources

Format

Evaluation and Suggestions for Modification

WORKSHOP REGISTRATION FORM

Name	Address	Phone	How did you hear about program?

WORLD OF WORK WORKSHOP EVALUATION FORM

Sponsored by

the Career Guidance and Skills Program

We are very interested in your reactions to this program. The information you give will be very helpful in planning future programs. We welcome any suggestions you may have.

1. How effective do you think this program was?

1	2	3	4	5
Excellent	Good	Fair	Poor	Waste of Time

2. What did you like most about it?

3. What did you like least about it?

4. What would you like to have included that was not covered?

5. Other comments or suggestions:

RECORD OF INCOMING CALLS

Counselor ______________________ Location ______________________

Name

Phone Number

Date

Sex	M F	M F
How Did You Hear About Program?		
Status	Unemployed Employed Student Agency	Unemployed Employed Student Agency
Contact	Visit Phone	Visit Phone
Reason Called	Information on Our Program Other Information Workshops Testing Counseling Placement Job-Hunting Techniques Vocational Training Other	Information on Our Program Other Information Workshops Testing Counseling Placement Job-Hunting Techniques Vocational Training Other
Action Taken	Information on Our Program Other Information Telephone Counseling Refer to: Wants Appointment Made Appointment	Information on Our Program Other Information Telephone Counseling Refer To: Wants Appointment Made Appointment
Comments	Verbal Satisfaction Yes _____ No _____ Were needs met?	Verbal Satisfaction Yes _____ No _____ Were needs met?

Time (Minutes)

RECORD OF CONTACTS

Name and Address of Organization:	Phone Number:	Name and Title of Person Contacted:	Type of Contact and Date: Letter ____________ Phone ____________ Resume ____________ Application __________ Interview __________
	Type of Job:	Referral Source:	
Results:			Follow-Up Needed? Yes ____ No ____ Target Date __________ Strategy __________

Name and Address of Organization	Phone Number:	Name and Title of Person Contacted:	Type of Contact and Date: Letter ____________ Phone ____________ Resume ____________ Application __________ Interview __________
	Type of Job:	Referral Source:	
Results:			Follow-Up Needed? Yes ____ No ____ Target Date __________ Strategy __________

Name and Address of Organization:	Phone Number:	Name and Title of Person Contacted:	Type of Contact and Date: Letter ____________ Phone ____________ Resume ____________ Application __________ Interview __________
	Type of Job:	Referral Source:	
Results:			Follow-Up Needed? Yes ____ No ____ Target Date __________ Strategy __________

Name and Address of Organization:	Phone Number:	Name and Title of Person Contacted:	Type of Contact and Date: Letter ____________ Phone ____________ Resume ____________ Application __________ Interview __________
	Type of Job:	Referral Source:	
Results:			Follow-Up Needed? Yes ____ No ____ Target Date __________ Strategy __________

CAREER GUIDANCE AND SKILLS PROGRAM FOLLOW-UP QUESTIONNAIRE

Your feedback about this program is very important to our planning efforts. Please take a few minutes to explain why you came in and your feelings regarding the services. All replies will be kept confidential.
We appreciate your help !

1. The reason I came to the program was (check as many as appropriate):
   - __ information concerning
     - __ occupations
     - __ education/training
     - __ other
   - __ assistance in choosing a satisfying occupation
   - __ discuss my career plans/concerns with a career consultant
   - __ looking for a job, and wanted some help
   - __ wanted help in a specific area, such as resume-writing, etc.
     (specify area) ________________________
   - __ other (specify) ________________________

Circle the number that best represents your answer.

2. The information I received from the program will help me reach my goals.

1	2	3	4	5	6	7
not at all						yes, definitely

3. This program provides a needed service and I would like to see it continued.

1	2	3	4	5	6	7
disagree						strongly agree

4. I would definitely use the service again if the need arose.

1	2	3	4	5	6	7
disagree						strongly agree

5. What happened as a result of the program? (Check as many as appropriate.)
   - __ gathered information about:
     - __ occupations
     - __ education/training
     - __ other
   - __ made a decision
   - __ discussed career plans and concerns with the career planning consultant
   - __ received employment assistance, such as job leads, strategies for getting job leads, etc.
   - __ received assistance with writing my resume
   - __ received encouragement and support from the career planning consultant
   - __ was given helpful handouts and/or referred to printed information
   - __ other (specify) ________________________

6. What was the most helpful aspect of the program?

7. How many individual appointments have you had with the career planning consultant?
   1 2 3 4 5 6 or more

8. Additional comments or suggestions:

Please be sure to call on us if we can be of any help to you in the future.

SCHOOL BOARD of Leon County
N.E.(Ed)Fenn
Superintendent

2757 West Pensacola Street, Tallahassee, Florida 32304

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School Board Attorney

Career Guidance & Skills Program
500 North Appleyard Drive
Tallahassee, FL 32304

July 3, 1980

Dear Program Participant:

Would you do me a favor?

We are very interested in knowing what happened to you as a result of your interaction with our program. This will help us know what services are the most needed in our community and how we can improve our services.

We are enclosing a follow-up form and a self-addressed, stamped envelope. Please take a few minutes to complete it so we can get your reaction to the program. Feel free to write in any comments you would like to share. There is no need to sign your name unless you would like to.

THANK YOU FOR YOUR ASSISTANCE!

Sincerely,

Cynthia Martin
Career Planning Consultant

CM/irn

CAREER TAPE SCRIPTS

15

TAPE 1: IDENTIFYING YOUR OCCUPATIONAL SKILLS

Most people go through several career transitions during their lives. These transitions may be from not working to working, from one field to another field, as well as from one position in an organization to another. During any of these transitions it's helpful to identify your occupational skills. Everyone possesses marketable skills, and they're acquired through life experiences, volunteer experiences, and formal work experiences.

If you're trying to decide what field to go into, identifying and analyzing your skills will help you choose a direction.

If you're thinking of changing fields, you should analyze which of your present skills would be useful in the new field. Then you can identify the skills you need to acquire in order to make a successful transition.

Once you've chosen a field, you must still be able to identify your skills. The processes of writing a resume and interviewing for jobs will be easier if you know what you can contribute to an organization. It's difficult to present yourself to a potential employer unless you can discuss the skills you possess.

One way to identify your skills is to think about what you like to do. Every hobby, chore, and job requires the use of certain skills. If you enjoy sewing, for example, you may have design skills, eye-hand coordination, the ability to see spatial relations, or the ability to follow detailed directions.

Another way to determine your abilities is to think of accomplishments from which you received a sense of satisfaction. What skills did you use to accomplish these things?

It may be easier for you to think in terms of skill areas, such as: manual, athletic, numerical, planning, organizing, communications, artistic, innovative, and research skills. Two skill areas people overlook often in themselves are interpersonal and self-management skills. Working well with others, building cooperation—these are interpersonal skills. Personal self-management skills include motivation, flexibility, persistence, and enthusiasm.

Three books at the Leon County Public Library can help you identify and label your skills. Look in the card catalog under "careers" to find these books: *Twenty-Eight Days to a Better Job*, by Tom Jackson; *What Color Is Your Parachute?* by Richard Bolles; and *Marketing Yourself*, by the Staff of Catalyst. Career planning books, which can help you analyze your skills, are also sold in many bookstores.

TAPE 2: WRITING A RESUME

A resume should show a potential employer that you're the type of person needed in the organization, and that you have the training and/or experience to do a good job. A resume is simply an inventory, on paper, of your educational background, work experience, and general qualifications.

A resume is an important part of your job campaign. A good resume will make it easier for you to get an interview, sell yourself at the interview, and keep the employer's attention focused on you after the interview.

Before writing your resume, you should be able to answer these questions: For whom are you writing the resume? What do you want this person to know about you? How can you help this person? And, how can you prove it?

Your resume should be slanted to the job for which you're applying. You'll probably need to write a different resume for each type of job.

All resumes contain the same information. Yours should outline some personal data, like your name, address, and phone number; your work experience; your educational background; and any special skills you have.

Resumes can be arranged in many formats, but most are arranged either functionally or chronologically. Both formats present the same information but in different ways.

In a chronological resume, you list the jobs you have held, starting with the most recent. Give dates, titles of positions, names of employers, and duties you performed. If you have lots of work experience, this format can be impressive.

If you haven't worked for a long time, or if you're changing fields, you might be better off using the functional format. The functional resume highlights the skills you can offer, rather than jobs you've held. In this type of resume, you list the skills that are most important to the job you want. Then you describe the paid work, volunteer, or homemaking experiences that show you have the skills you claim to have.

You should have a resume ready even when you don't think it will be necessary. An employer pays more attention to the person who sends a good resume and cover letter, and then follows up with a phone call. It shows the employer that you're really interested.

The public library has many books that contain samples of resumes. For help finding these books, ask for assistance at the information and reference desk.

TAPE 3: INTERVIEWING FOR INFORMATION

If you're trying to decide whether or not working in a particular field will interest you, you might consider interviewing people who are already working in that field. If you are trying to find unpublished job openings, it is also helpful to talk to people in the field you are considering. This type of interview is called an informative interview—it's not actually applying for a job. Here's how it works.

First, you decide who to interview. You can compile a list of contacts from directories, professional organizations, yellow pages of the telephone book, friends, co-workers, and former employers.

Second, you must make an appointment with one of your contacts. To do this call or send a letter and follow it with a phone call. Explain that you need information and that you would like to talk to a person knowledgeable in the field. If you feel shy about calling, remember: many people are flattered to be chosen as representatives of their occupations. You could also mention that you're considering a career change, or that you feel you're at a turning point in your life.

At the interview, keep in mind that you're not applying for a job although you do want to make a favorable impression. Take a copy of your resume with you, in case the person you're talking with wants to see it. Be prepared to ask informed questions about the field or business. At the end of the interview, ask the person you've interviewed if he or she can recommend someone else with whom you could discuss your plans. Then ask your contact for permission to mention his or her name when you call.

After the interview, make notes of the important information that was discussed. Then write your contact a thank-you letter. Later, you might write or call to keep in touch and to let him or her know you'd like to be considered for any openings.

An informative interview serves several purposes. You can gather information that will help you decide on a career and at the same time gain an inside look at a company or profession. You have the opportunity to make a good impression on someone who may be in the position to hire you later, and who may even know of current openings. You can also practice your interviewing skills. And you may be able to get feedback on your resume from potential employers.

TAPE 4: COMPLETING AN EMPLOYMENT APPLICATION

To be considered for most jobs, you must fill out an application. Sometimes the application is the first contact you have with an employer, so it's important that you fill it out accurately and completely.

Applications have space for you to describe your experience, training, education, and background.

Sometimes, it's impossible to take an application home with you. If you take a personal fact sheet to the office when you apply, it will be much easier for you to fill out the application.

A personal fact sheet is a list of basic information about you and your employment and education background. When you compile your fact sheet, include personal data, such as your address, birthdate, birth place, home and business phone numbers, and social security number.

Then list career information: your career objective, the date you're available to begin work, other jobs you'd consider, and the location you'd prefer. Specific information on your work experience should also be included. Make sure to give correct dates of employment, job duties, names and addresses of firms, and names of supervisors. Don't forget to write down volunteer experiences as part of your employment listing.

Include any special skills you have: typing, bookkeeping, woodworking, welding, and so on. If you can operate a machine or any equipment, write this down, too, and don't forget supplemental information such as special awards or achievements.

Note the names and locations of schools you've attended, dates of attendance, highest grade completed, course of study, overall grade average, and degree or certificate earned.

You should also list three or four references. These people should know you well and be familiar with your work experience and qualifications. You should ask permission of anyone you wish to use as a reference. Do not use relatives as references.

Before filling out an application form, read it from beginning to end. Try to present information clearly, and direct it toward the employer's needs. Emphasize skills or experience that relate to the job for which you're applying. If a question does not apply to you, write "not applicable."

For questions regarding salary, you might respond by writing "open" or "negotiable." This way, you won't disqualify yourself by asking for too much, or lock yourself into a lower salary than the employer might otherwise pay.

Fill out the application neatly, accurately, and completely. Use ink or type. Avoid using abbreviations and spell out names and titles. When you've completed the application, check your spelling, make sure you've filled out everything, and then sign it.

TAPE 5: GETTING JOB LEADS

To find a job in any field, you must first locate an employer who needs to fill a position. The more employers you approach, the better your chances of finding a job. The trick is to discover the employers—and that's frequently done through job leads.

One worker in three gets his or her first job through information supplied by a friend or relative. So by all means alert your friends and relatives to the fact that you're looking for a job. And don't forget to talk to former employers—they may know of job openings suitable for you.

If you're interested in a particular firm, send a letter and resume to their personnel department. Ask about openings, and request to be contacted if vacancies occur. Then call from time to time and ask about openings for which you qualify. When possible, apply for a specific job, but don't eliminate other possibilities.

As you establish your network, be sure to read the classified section of the newspaper, newsletters of professional and trade associations, and tabloids.

Some public agencies periodically compile lists of job vacancies. Make sure to visit these offices regularly. And remember to note any new construction sites in the area. New construction often means there will be job openings in the near future.

In the yellow pages of the telephone directory employers are listed by business or service performed. This is a convenient way to locate employers in the community. Small businesses—which account for many job openings—can be found by using this section of the phone book.

A listing of employers is also available from the manufacturers' directory published by the Chamber of Commerce. This directory is located at the chamber office and the public library.

For some types of jobs, you must belong to a labor union to find out about openings. You can still check with local labor unions to find out how to join or get information on apprenticeships. For additional information on apprenticeships, listen to Tape 22.

Many other employers and sources of information about employers are located in Tallahassee.

They are: recruiting offices for the United States Armed Forces, professional clubs, the Veterans' Service Center, the Tallahassee Urban League, the Better Business Bureau, the Community Action Program, CETA, and women's centers. The telephone numbers and addresses of these organizations are listed in the telephone directory. Ask the librarian at the Leon County Public Library for a list of other local offices that may be helpful.

TAPE 6: GETTING A JOB IN STATE GOVERNMENT

To get a state job, you must begin by filling out an application. Applications are available at the Applicant Services Office in Room 330 of the Carlton Building on Calhoun Street, and at the Florida State Employment Service on North Monroe Street.

It is best to read the job descriptions at the Applicant Services Office for the positions you're interested in before filling out the application. That way, you can be sure to include everything in your background that relates to the job you want.

Take the application home with you. When you have filled it out accurately and completely, ask a friend to proofread it for you. Make at least 10 copies. You will need them later when you apply for specific positions at state agencies.

Return the completed application to the counter in the Applicant Services Office. The counter worker will then match your training and experience to job classifications. At this stage you're not applying for specific jobs. You're finding out what classifications you are eligible for and getting on the State Register as an eligible applicant for jobs in those classifications. For some jobs, classification eligibility is determined by a score that is based on your training and experience. If you're interested in this kind of job, your score will be mailed to you after your application is evaluated. For other job classifications you must take a written examination. You will be told how to make an examination appointment. You'll receive your results in the mail about two weeks after you've taken the examination.

Due to a lack of time, the counter worker may only give you the titles of six job classifications for which you are eligible. You may be eligible for many more. Check with the counter worker to find out how to add more classifications. One way is to simply go back through the line at the counter. You must have a copy of your application to do so.

Now the hard part begins. You must find job vacancies for which you can apply. If you wait for the state to contact you about an opening, it may never happen.

The Office of Applicant Services can provide you with a list of all the state personnel offices and job line numbers. It is your responsibility to visit or contact these agencies for information about openings. The Florida State Employment Service has a list of many, though not all, state vacancies.

When you arrange for interviews, be sure to take a copy of your application, your test scores, and your resume.

This all sounds like a lot of work and it is! It may take months to get a job with the state. Don't get discouraged, but try to develop a weekly routine for checking with the personnel offices and Florida State Employment Service.

Certain state jobs don't require certification of eligibility. Tradespersons, laborers, groundskeepers, and food service workers can often apply directly to agencies, without going through applicant services. Most of these workers are employed by the Department of General Services, Florida State University, and Florida A & M.

Listen to Tape 5 for information on getting job leads.

If you need further assistance or information, please call the Affirmative Action Recruitment Outreach Program at 488-3471.

TAPE 7: PREPARING FOR A JOB INTERVIEW

Is that job interview you've been waiting for just around the corner? Great! You've succeeded in getting an employer interested in you. Now, what can you do *before* the interview to increase your chances of being hired? Here are a few tips.

The first thing you should do is find out where and when the interview will be held, and then make sure to arrive on time. This may seem basic, but applicants frequently think an interview is at one place and discover too late it's somewhere else. You should also know the interviewer's name and how to pronounce it.

Before the interview, become familiar with the company or government agency and the position for which you're applying. Do some research—find out the products or services the organization offers, any plans for expansion and prospects for the future. You can get this information from employees, by checking with the Chamber of Commerce, the personnel department, and the public library.

As you learn more about the job or organization you'll probably think of some questions to ask at the interview that show the interviewer you're well-informed. Make a list of these questions, as well as any questions that will help you decide whether to accept the job if it's offered to you.

It's impossible to predict exactly what you'll be asked during an interview, but you can be sure some of the questions will be hard to answer. Before going to the interview, it's a good practice to think of questions you may be asked and to prepare answers. This exercise will help you clarify why you want to work for the company and what you can contribute to it.

Interviewers often ask questions like: "Why should I hire you" or "Tell me about yourself." Be ready for open-ended questions like these. You'll have an easier time answering if you've analyzed your knowledge and skills. Then you can explain how your abilities suit the job for which you're applying.

The interviewer may ask about references, so take the names, addresses, and phone numbers of at least three references. Before using someone as a reference, you should ask permission, review your qualifications with the person, and explain the type of job for which you're applying.

During the interview, you have only a short time to make a good impression. Use this time to your advantage by giving extra attention to your appearance. Cleanliness and good grooming are important. Wear clothing that's appropriate for the job, and avoid styles that will distract the interviewer's attention from you as a person. What you want the interviewer to remember after the interview is *you*, not what you were wearing.

TAPE 8: THE JOB INTERVIEW

If you've been asked to interview for a job, you know that the employer is considering hiring you. Now you have a chance to increase the employer's interest in you—to the point that you're offered a job. Since your job affects your future, an interview can be an important event. So it's worth it to plan carefully. Here are a few tips.

First of all, don't arrive late. Arriving late will tell more about your possible job performance than anything you say during the interview. It's best to arrive a few minutes early. Then you have some time to relax and review information about the firm, the job, and the reasons you can fill the job.

When you arrive, check with the receptionist or other responsible person. State your name and the name of the person you are to see.

When you greet the interviewer, be poised and courteous. Shake hands with the interviewer, and be seated when he or she invites you to do so.

During the interview, listen carefully to the questions the interviewer asks. Try to answer in a clear, direct manner. The interviewer needs to find out how you can contribute as an employee. Think about your answers before you reply, and if you don't understand a question, ask for clarification before you answer.

To get the most out of an interview, stick to the subject—your skills and abilities. Try not to wander as you respond to questions.

You will be asked for specific information about your previous jobs, such as dates, places, and names of employers. The interviewer will also want to know the duties you've performed on jobs and the education or training you've had. You should have this information readily available, preferably in the form of a resume.

An interview provides a time for you to learn about the firm, as well as for the firm to learn about you. Feel free to ask questions about the position you're applying for or the firm itself. This information will help you decide whether the job is one at which you can succeed.

During the interview, you should find out about job duties, hours, union requirements, and so on, if the interviewer doesn't mention them. You should also ask about chances for advancement and the permanence of the job. If, by the end of the interview, salary hasn't been discussed, you should ask the salary range.

Before you leave the interview, find out how to follow-up. The follow-up step is important, and it may get you the job. If you aren't offered a job during the interview, ask the interviewer when you may call about the decision. It is courteous and often profitable to write a thank-you letter to the firm that gave you an interview. You can follow this letter with a telephone call just after the hiring deadline or two weeks after the interview.

For information on preparing for an interview, listen to Tape 7. Tips on writing a resume are on Tape 2.

TAPE 9: JOB TRENDS FOR THE EIGHTIES

You can't predict the future but one thing's sure: it will be different from today. The job market changes constantly, and according to government predictions, the U.S. economy will create nearly 20 million new jobs by 1990. Over half of these jobs will be in white collar occupations, which include professional and technical workers, managers, sales, and clerical workers.

The fastest growing occupational group is service workers. Examples of service workers are: bartenders, cooks, health service workers, hair dressers, police officers, firefighters, and cleaning service workers.

Do you know who hires over half of the workers in the Tallahassee area? If you guessed the government, you're correct. More than half of all non-farm jobs are with the federal, state, or local government. That's why job opportunities in Tallahassee are best in clerical occupations, especially secretary and typist.

Tallahassee's second largest employer is the retail trade industry. With the construction of many new shopping centers, retail trade is expected to show large gains in employment. One out of every three retail trade jobs is in an eating or drinking establishment.

Service industries make up the third largest employer in the Tallahassee area. Within the service industries, health services is the largest group. The greatest increase in employment is projected for clerical jobs in the health services.

Other occupations expected to grow considerably are: medical workers, health technologists, and technicians; other technicians; computer specialists; stenographers, typists, and secretaries; and health service workers.

Job seekers that are the most difficult to place are college graduates with little or no work experience who are competing for a limited number of entry-level professional jobs. People who have no marketable skills and lack a basic education also have trouble finding work.

If you would like to improve your basic education skills or train for a job, there are many opportunities available in Tallahassee in adult education courses, classes at Lively Area Vocational-Technical Center, and CETA programs. Tapes 17, 19, and 21 describe these opportunities in detail.

TAPE 10: EMPLOYMENT RESOURCES IN TALLAHASSEE

You can get job leads, employment counseling, or job referrals at several places in Tallahassee.

The Florida State Employment Service provides both free counseling and job referrals. The employment interviewers there can help you locate a job that meets your needs and requires the experience and training that you have. In addition, the employment interviewers have the latest information on federal, state, and local vacancies. The employment service also operates a 24-hour job line that's updated every morning. The number is 487-2929.

The personnel offices at Florida State University and Florida A&M process applications for positions on campus. The number of the FSU personnel office is 644-6034. This office also operates a 24-hour job line that's updated every Monday. The number is 644-6066. For information on job opportunities at Florida A&M, call 599-3611.

The City of Tallahassee Personnel Office advertises new openings in the Tallahassee Democrat on Wednesdays and Sundays. A list of job openings is posted daily. For more information, call 599-8215.

A list of job openings is also posted daily at the Leon County Personnel Office. The number of the office is 487-2220.

If you're looking for a state job, you must submit an application at the Applicant Services Office in the Carlton Building. There, an employment counselor will evaluate your training and work experience, then determine your eligibility for jobs. In the same office you can obtain a list of personnel offices for each state agency, along with their telephone numbers and addresses.

Two state agencies have job lines which list openings in Tallahassee and around the state. The number of the Florida Department of Education job line is 487-2367. The Labor and Employment Security job line number is 488-5627. For more information on state jobs, listen to Tape 6.

The Tallahassee Urban League offers job referrals and counseling to all members of the community. Call 222-6111 for more information.

To summarize, job lists for local agencies are posted at many locations throughout the city, including: the Leon County School Board Office, City and County Personnel offices, the Leon County Public Library, public schools, and the Florida State Employment Service. Check these lists regularly if you're looking for a job.

If you've completed a training program and would like a job in Florida, "CAPS," the Computer-Assisted Placement Service, may be the answer. CAPS links employers who need skilled workers with graduates of training programs. This service is available to you free through the State Department of Education. Call 488-0400 to register or to get more information.

TAPE 11: EMPLOYMENT RESOURCES FOR SPECIAL GROUPS

There are a number of agencies in Tallahassee that provide employment assistance for people meeting certain requirements. These agencies are listed on this tape, along with a description of the services they provide and the clients they serve. Many of the services are provided free of charge. If you think you qualify for help through one of the agencies, call the agency at the number provided to get more information.

The Work Activity Center offers training and work experience for persons with mental or physical disabilities. For more information, contact the Leon Association for Retarded Citizens at 385-2138.

The purpose of the Senior Employment Program is to help persons 55 years old or older obtain employment. Call 386-2195 for information or to make an appointment.

Vocational Rehabilitation provides evaluation, counseling, education and training, placement and follow-up services for persons with mental, physical, or emotional disabilities. For more information, call 488-5931.

The Muscular Dystrophy Association works with Vocational Rehabilitation to obtain services for persons with neuro-muscular diseases. Call 222-0129 for more information.

Apalachee Community Mental Health Services provides employability skills training and work adjustment programs for individuals who have or have had emotional disabilities. For more information, call 487-2930, extension 71.

The Division of Blind Services provides career counseling, job training, job retention, and placement services for persons who are blind or are in danger of becoming blind. Call 488-8400 for more information.

The Center for Creative Employment offers information, referral, and placement services for women in an informal, supportive setting. For more information, call 222-3824.

The local CETA office provides counseling, training, and placement services for persons who are unemployed, underemployed, or economically disadvantaged. For more information, call 488-2205, or listen to Tape 21.

TAPE 12: GETTING A JOB THROUGH VOLUNTEERING

Getting involved in volunteer work can help you learn about jobs and it may lead to a paid position. As a volunteer, you can gain valuable work experience and learn job skills. You'll also meet people in the job market—people who may be able to help you find the job you really want.

Almost every agency and business will accept volunteer help. So you need to decide what you would like to do, where you would like to do it, and how your skills would be useful to the organization you've chosen. Then you must make an appointment with the person who has the power to accept you as a volunteer.

There are established programs that offer both personal satisfaction and solid work experience.

Most hospitals have a Candy Striper program, in which volunteers deliver mail and flowers or read to patients.

Public and private schools also welcome volunteers. Often volunteers in schools act as teachers' aides. They grade papers, prepare materials, read to students, or supervise play and other activities.

Some community organizations use volunteers to assist clients.

Many churches, schools, and recreation centers use volunteers to instruct in arts and crafts and recreation programs.

In Leon County, the Voluntary Action Center matches volunteers to services needed in the community. Call the Center at 877-3111 to find out how you can become a volunteer. RSVP, the Retired Senior Volunteer Program, also recruits volunteers. Call them at 877-7137.

Be sure to keep a careful record of your volunteer experience. Include a description of the duties you performed, the skills you used, the number of the people worked with, and the dates you worked. This record will be useful later, should you decide to apply for a salaried job.

TAPE 13: GETTING OCCUPATIONAL INFORMATION

Choosing a career is one of life's most important decisions. To make the best choice, you must have accurate information about job duties, requirements for entering the field, chances for advancement, and the employment outlook.

There are several techniques you can use to get occupational information. You can talk to people employed in the field you're considering. You can observe workers on the job. You can do research on your own. Or you can talk to professional employment counselors.

If you choose to interview people who are employed in the field you're considering, you'll probably find that they're pleased to talk with you. Interviewing for information serves several purposes: You learn from a person who's really "been there." You can polish your interviewing skills. And you meet people you may be able to contact later when you start looking for a job.

If you choose to observe workers on the job, you will probably get a realistic picture of what the work is like. Volunteer work is another way to "try out" an occupation.

If you don't know anyone to contact for an interview or to observe, you might be able to learn of people from your family and friends, professional associations and unions, colleges, community agencies, or the yellow pages of the telephone directory.

Occupational information is also available in many books and magazines. The *Occupational Outlook Handbook*, published by the United States Department of Labor, is in many libraries. This handbook describes characteristics of hundreds of occupations, including what workers do on the job, the training and education necessary to enter the field, working conditions, and the employment outlook.

The Dictionary of Occupational Titles, also at most libraries, describes 35,000 jobs, using a code number to identify the type of work, worker requirements, training requirements, physical demands, and working conditions.

Many trade associations, professional associations, and unions will provide occupational information; most of them will send you free literature upon request. The addresses of many of these groups are listed in the *Occupational Outlook Handbook*. The librarian will be able to help you get the addresses of other groups.

Career counselors and occupational specialists can also provide the latest information on careers. Many of these professionals work in guidance offices of high schools, career planning and placement offices of colleges, placement offices of vocational schools, counseling services offered through community organizations, and the Florida State Employment Service.

In addition, you can get information at the career resource center located at the Leon County Public Library. And at Florida State University, the Curriculum Career Information Service, called CCIS, provides occupational information.

TAPE 14: FLORIDA VIEW

"I want to be an auto mechanic, but do I have to buy my own tools?" "What does a surgical nurse really do?" "How old do you have to be to become a registered apprentice?" "How many environmental careers are there in Florida?"

You can find the answers to these questions and many others from Florida VIEW. Florida VIEW is a series of 600 career information cards and 600 training locator cards on microfilm. The career card contains information on job duties; personal requirements; aptitudes; training requirements; wages and fringe benefits; working conditions; employment outlook; required tools; advancement opportunities; related occupations; and additional sources of information.

In addition, the training locator cards describe training opportunities at public and private postsecondary Florida schools, admission policies, tuition costs, availability of financial aid, and the name and address of someone to contact for further information.

Florida VIEW is available at all local middle schools and high schools, as well as Lively Area Vocational-Technical Center, the Florida State Employment Service, and the career information center at the Leon County Public Library. In addition, most guidance counselors and occupational specialists are familiar with the program.

If you can't find the information you need on the microfilm cards, don't give up. The Career Development Center provides a toll-free telephone number you can call at any time for career information. The number is 1-800-342-9271. And don't feel that your question is too big or too small. The people who answer the phone want to help, and they've answered questions on everything from the duties of the medical photographer to training programs for the interior design of churches.

TAPE 15: CHOICES: CAREER EXPLORATION BY COMPUTER

Even if you've never seen a terminal, you can now explore careers with the help of a computer. With the CHOICES computer system, you can get information on more than a thousand occupations in Florida.

You can explore broad groups of occupations. You can relate one occupation to another. And you can compare two or three occupations at once. If you prefer, you can even ask for specific information on just one occupation—all of this in less than one hour.

In the CHOICES system, 12 variables are used to relate your likes and dislikes to different occupations. These variables are: interests, aptitude, temperament, educational level, environmental conditions, employment outlook, earnings, hours of work or travel, physical demands, physical activities, and occupational fields.

You program CHOICES with your preferences in each area. Then CHOICES sifts through the information in its memory to create a printout listing up to 25 occupations that seem to suit you. If an occupation you're interested in doesn't appear on the printout, you can ask the computer why the job was eliminated.

If you're interested in a particular occupation, CHOICES will provide you with detailed information on characteristics of the job. You may also, if you wish, compare characteristics of two or three occupations at the same time. Another feature of CHOICES allows you to discover similar occupations. This feature is especially helpful if you are already trained and would like to look into different jobs that require the same training.

CHOICES won't make your career decisions for you—you're in charge of that—but it can give you lots of career information in a short time.

Once you've narrowed down your career choices, you can get additional information on these careers from Florida VIEW and other sources. Descriptions of these sources are included on Tape 13 and Tape 14.

Locally, you can use CHOICES at the Leon County Public Library, the Florida State University, and the Center for Career Development Services. For more information on CHOICES, call 488-0400.

TAPE 16: WOMEN IN THE SKILLED TRADES

Do you know that the typical 25-year-old woman will marry, have two children, and work for 34 years? Most women who are working today work because they must. They're either supporting themselves or children or they're contributing a necessary part of the family income

Yet most working women are found in low-paying occupations, such as secretary, nurse, or retail sales clerk.

If you enjoy working with your hands, if you like the kind of job that leads to a finished product, and if you're looking for high earnings and advancement, you should at least consider entering a skilled trade.

The skilled trades include construction jobs such as carpenter, electrician, and mason; industrial jobs such as machinist, press operator, and electronics technician; and service jobs such as auto mechanic, small appliance repairer, and truck driver.

There are many reasons to consider the skilled trades. Money, for example. Even entry-level positions pay more than most traditionally female occupations. Top wages are much higher; fringe benefits are often better. Although local pay scales vary, the U.S. Department of Labor reports that the average hourly wage for a welder is $12.00, for an electrician, $10.33, and for an auto mechanic, $7.76.

The employment outlook for the eighties in many of the skilled trades is very good, with openings expected to increase faster than average.

The skilled trades also offer chances for advancement, the opportunity to work independently, and the chance to keep learning new skills. Women who are successful in the skilled trades often report that job satisfaction outweighs the financial benefits.

Some women aren't sure they have the physical strength and stamina to work in the trades. Due to the rise in automation, many of the heaviest tasks are being taken over by machines. In many trades, the work is no more physically demanding than housework.

When given the opportunity, women have proven over and over that they can successfully carry out jobs that have been traditionally reserved for men.

Training for the skilled trades varies, depending on the trade, the job market, and your experience. You can learn a skilled trade through on-the-job training, at vocational-technical schools, and in apprenticeship programs. For information on training opportunities, listen to Tape 22, which describes apprenticeships, and Tape 19, which describes Lively Area Vocational-Technical Center.

An excellent source of information on the skilled trades is the *Occupational Outlook Handbook*, a book available at the Leon County Public Library. Other sources of occupational information are described on Tapes 13, 14, and 15.

But don't forget the most important source of information: people who are working in the trades. They can give you the "inside" story. You should be prepared for the fact that some people will try to discourage you. So be sure to get your facts from as many sources as possible, make your own decision, and create an opportunity for yourself!

TAPE 17: ADULT BASIC EDUCATION IN LEON COUNTY

Everyone's had a break somewhere in their education, but you *can* do something about it. Adults from all walks of life, all over Tallahassee, are taking advantage of adult basic education, or "A-B-E," classes.

The classes are free, and they're just for adults who want to learn basic reading, writing, and arithmetic skills or brush up on the skills they already have. The classes are divided into small groups, and participants work at their own pace. Classes are open to adults who are at least 16 years old and who are not already enrolled in day school. All materials for classes are provided free of charge to participants. You can enroll anytime you like. Best of all, classes are held all over the city so there's probably one near you.

"A-B-E" is taught at Fort Braden Elementary School on Tuesday evenings from 7 till 10. For details, call Craig Olsen at 575-1895.

Beginning reading is offered at Godby High School on Tuesday evenings from 7 till 10. For more information, call 488-1325.

"A-B-E" is offered at Griffin Middle School on Tuesday evenings from 7 till 10. For details, call 487-1414.

Concord Elementary offers "A-B-E" classes on Monday and Wednesday evenings from 7 till 10. Call Jim Dodd at 893-2558 for additional information.

Pineview Elementary School offers "A-B-E" on Monday and Tuesday evenings from 7 till 10. For more information call 487-1414.

Beginning reading is taught at Woodville Elementary on Monday and Thursday evenings from 7 till 10. For more information, call Sylvia Mullins at 421-5330.

Beginning reading and "A-B-E" classes are also held at the following locations:

The Leon County Public Library offers beginning reading on Monday and Wednesday mornings from 9 am till 12 noon, and on Monday and Wednesday evenings from 6 till 9. Call Sara Johnson at 487-2665 for more information.

The Mount Zion Church, on North Meridian Road, offers "A-B-E" classes on Monday and Tuesday evenings from 6:30 till 9:30. Call 487-1414 for more information.

Adult Basic Education for the blind is offered at Fairview Middle School on Monday and Wednesday evenings from 6:30 till 9:30.

Reading tutors are also available to work on an individual basis with persons who need this service. For details, contact either the Leon County Public Library at 487-2665, or the Adult Basic Education Office at 487-1414.

If you have questions, call the contact person given for the location you're interested in, or call the Adult Basic Education Office at 487-1414.

TAPE 18: GETTING A HIGH SCHOOL EQUIVALENCY DIPLOMA

Congratulations! You've just taken the first step toward obtaining the G.E.D. "G.E.D." stands for General Educational Development, and it serves as the equivalent of a high school diploma.

For a variety of reasons, many adults have been unable to complete a regular high school program. This doesn't mean, however, that their educational growth stopped when they stopped going to school. A person can make educational progress through many everyday experiences. The purpose of the G.E.D. program is to provide a way to evaluate and give credit to these experiences.

You can use the G.E.D. to qualify for a job, get a promotion, for military service, to enter colleges and vocational-technical schools, or for your own satisfaction. A high school education is needed in most fields so deciding to complete it may be the wisest decision you'll ever make.

The G.E.D. is a series of five tests that measure general educational development. The tests cover reading, writing, social studies, science, and math.

You must pass all five areas to get your diploma. But if you don't pass one or two areas the first time, don't worry. You can take the test over until you pass all areas. Test results are mailed to you about two weeks after you've taken the test. The G.E.D. is offered twice a month during the day and in the evening.

To take the G.E.D., you must be at least 16 years old, and you cannot be enrolled in a regular day school. If you are enrolled in school, you must ask the guidance counselor at your school for permission to take the test.

The G.E.D. is offered in English, Spanish, and French. There are also special tests for the visually impaired.

To take the G.E.D., you must attend a registration session, which is held every other Monday at 2:30 at Cobb Middle School's cafeteria, on the Miccosukee Road. You'll need to bring $14.50 in cash, and two forms of identification, one with a picture. A driver's license and social security card are acceptable.

Before taking the G.E.D., you can attend a preparation course at either Rickards or Godby High School. For specific information, call either school.

If you have other questions about the G.E.D., call 487-2872. That's 487-2872.

TAPE 19: TRAINING OPPORTUNITIES AT LIVELY AREA VOCATIONAL-TECHNICAL CENTER

Lively Area Vocational-Technical Center offers 48 occupational programs that can lead to interesting, well-paying employment.

The programs run the gamut of challenging technologies such as data processing and laser electro-optics to more conventional areas like commercial foods, masonry, and automotive mechanics. All of Lively's programs have excellent job placement records, with some 83 percent of the graduates finding jobs in the fields for which they were trained. In addition, arrangements have been made with several colleges for some Lively courses to be transferred for credit.

Most training programs last one year although a few run two years. All are competency-based—that is, you can progress as fast as you learn the necessary skills.

Books and tuition generally cost from 150 to 200 dollars. Some financial aid is available in the form of loans and Basic Education Opportunity Grants. A placement officer is available to help students find part-time jobs while they are enrolled in school.

To attend Lively during the day, you must first take the Test of Adult Basic Education. Test results are used to help students succeed in their training programs. The test is offered Monday through Friday at 8:00 a.m.

Once you have your test results, a counselor will assist you in getting placed in a program that's right for you. Then you can register, get an identification card, pay your tuition, and begin classes.

When you graduate from Lively, a placement officer will help you find a job.

For more information about Lively Area Vocational-Technical Center, call 576-3181 and ask for the registrar.

TAPE 20: ALTERNATIVES TO COLLEGE

If you want specialized training but you don't want to spend four years in college, there are still many options available to you. Of the 26,000 different jobs in the U.S., four out of five do *not* require a college degree.

Training opportunities exist at vocational schools and community colleges, in home study courses, and through the military—to name only a few.

Both public and private vocational-technical schools offer training for many careers. Programs last from a few weeks to several years, and usually involve practical, hands-on experience. Most vocational schools help place graduates in jobs. But beware of schools that promise you a job—no school can guarantee you that.

Tuition costs and training facilities vary from school to school. Generally, private schools are more expensive than public schools. You should shop around and compare programs to be sure you choose one that's right for you.

Home study courses, also known as correspondence courses, are another avenue to specialized training. Home study courses offer certain advantages. You can study in your home, set your own schedule, and work at your own pace. To successfully complete this type of program, you must be able to work independently. Be sure to read any contract carefully before you sign. If you drop out before finishing, you may still have to pay for the entire course.

The military offers many vocational training programs. A number of programs require that you have a high school diploma, and some require a college degree. If you're interested in a particular job, you'll be given a test to see whether you can qualify. If you enlist, the service will train you in that field. The service pays you a salary while you're training, and after training you'll be assured of work. Once you enlist, you must stay in the military for a specific length of time.

Your plans to prepare for a good job could include attending adult education classes. Through these classes, you can learn new skills and brush up on old ones. Adult education classes are offered at several convenient locations, and many of the classes are free. For more information, call 487-1414.

If you have a high school diploma, you might consider further education at a community college. Community colleges offer one- and two-year programs in occupational and academic areas. For more information, obtain a catalog from the community college you're interested in, or call Tallahassee Community College at 576-5181.

Apprenticeship programs combine on-the-job training with classroom instruction. You earn while you learn! Most apprenticeship programs take two to four years to complete. To qualify, you must be at least 16 years old, have a high school diploma or the equivalent, be able to work with your hands, and be in good physical health. You must pass a test and be approved by a screening committee before you're accepted into a program.

For more information on apprenticeships, listen to Tape 22.

CETA, a federal employment program, offers job training to people with restricted incomes. The purpose of CETA is to help unemployed or underemployed persons acquire marketable skills.

Tape 21 gives a more detailed description of CETA programs in the Tallahassee area.

TAPE 21: TRAINING AND EMPLOYMENT OPPORTUNITIES THROUGH CETA

If you are economically disadvantaged, unemployed, or underemployed, you may be eligible for help through CETA. CETA is an abbreviation for Comprehensive Employment and Training Act, and its purpose is to help eligible persons increase their income.

The CETA Consortium for Leon and Gadsden counties runs a number of training programs for citizens in the area. To be admitted to a training program, you must first discuss your situation with a counselor and take some tests. The test results are used to determine which type of program is right for you.

Here are three types of training programs.

One is vocational classroom training—a combination of classroom training and work experience. In addition to daily vocational training, you learn basic education and employability skills. All participants are paid a wage and are reimbursed for their travel expenses.

The second type of training program is on-the-job training, also known as "OJT." OJT participants are trained while they work for a private employer. Employers often offer CETA clients regular jobs after the training period is over. Participants are paid full wages during the training.

Public Service Employment, or "PSE," is the third type of CETA training program. Public Service Employment is intended as transitional employment for persons who have a skill but cannot find a job. PSE clients are placed in positions that are as closely related as possible to their experience.

In addition to these training programs, CETA operates several youth programs in Leon and Gadsden counties.

To find out more about CETA training in Tallahassee, call 488-2205, or go by 603 North Martin Luther King, Junior, Boulevard. In Gadsden County, you can go by the CETA office at 215 West Jefferson Street in Quincy, or call 627-9581.

TAPE 22: APPRENTICESHIP TRAINING

In Florida there are over 100 careers you can enter as an apprentice. Apprenticeship training combines on-the-job training with job-related classroom instruction. It allows you to learn a skilled trade while you earn a good wage. An apprentice typically works with an experienced journeyman during the day and attends class a few nights a week. Apprentices are hired by industry only when there is a need for more skilled workers. So the competition is tough!

To become a registered apprentice, you must be at least 18 years old and have a high school diploma or its equivalent. You must be physically able to do the work of the trade, pass a job aptitude test, and be recommended by a selection committee.

In Florida, registered apprenticeship programs are set up and financed in many ways. For example, apprenticeship programs are administered through labor-management committees, local associations, corporations, and small businesses.

As an apprentice, you will attend at least 144 hours of job-related classes per year and have a probationary period of at least 90 days.

Every six months—or 1,000 hours—you must demonstrate that you have learned certain trade skills. If you can't show that you have acquired these skills, you will be kept at the same level until you learn them. You can move up more quickly if you show that you already have the necessary skills for a certain level because of previous experience or training. When you complete the apprenticeship program you receive a certificate from the Florida Bureau of Apprenticeship.

Apprentices usually receive one-half of the journeyman's wage for the field in which they train. Raises are awarded at six-month intervals.

Since Florida's apprenticeship programs have been designed to accommodate employers' needs, a fully trained apprentice—or journeyman—should have little trouble getting a job at a good wage.

For information on who to contact for each registered apprenticeship program, call the Florida State Bureau of Apprenticeship at 488-4422.

TAPE 23: FINANCIAL AID FOR COLLEGE

Today, the cost of college is going up—just like everything else. But don't let this situation keep you from getting a college education. Many forms of financial aid are available for college, and you stand a good chance of receiving some money to apply to your educational expenses.

All forms of financial aid are based on need, and are intended to supplement the resources of the student—not to replace them.

There are four basic forms of financial aid: grants, loans, scholarships, and employment.

A grant is an outright gift of money. You don't have to repay a grant.

A loan is borrowed money, which you must repay with interest after a certain length of time. Often, educational loans have lower interest rates than other kinds of loans.

Scholarships, another type of financial aid, are usually given to students who show promise in an academic or athletic area. If you're interested in a scholarship, contact the schools you're thinking of attending to find out which scholarships are available and how to apply for them.

The most common form of financial aid is employment. Most colleges have work-study programs, which guarantee you a job while you attend school.

The United States Office of Education offers the Basic Educational Opportunity Grant, the Supplemental Educational Opportunity Grant, the College Work Study Program, and the National Direct Student Loan Program. Guaranteed Student Loan Programs are offered at most colleges. In addition, the Health Education Assistance Loan Program offers federally insured loans to graduate students in the medical and health fields.

For further information, contact the financial aid office of the school you plan to attend. For information on financial aid programs administered by the Florida Department of Education, call the Florida Student Financial Assistance Commission at 487-1800.